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# Recommendations For Improvements in the Records and Reports Used in the Elementary Schools Under the Direction of the Community of Poor Sisters of Saint Francis Seraph of the Perpetual Adoration

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RECOMMENDATIONS FOR IMPROVEMENTS IN THE RECORDS AND REPORTS USED IN THE  
ELEMENTARY SCHOOLS UNDER THE DIRECTION OF THE COMMUNITY OF  
POOR SISTERS OF SAINT FRANCIS SERAPH  
OF THE PERPETUAL ADORATION

A THESIS SUBMITTED IN PARTIAL FULFILLMENT  
OF THE REQUIREMENTS FOR THE  
DEGREE OF  
MASTER OF ARTS IN LOYOLA UNIVERSITY

by

SISTER MARY PETRONA EISENMENGER, O.S.F., B.S.

1938

## VITA

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## CHAPTER I

### HISTORICAL DEVELOPMENT

#### Introduction: Need of Records and Reports

Records are necessary for efficient management of a business, whether private or public (46:506). Definite and reliable technique must be provided by which such records may become accessible, truthful, and complete (32:1-17). If this is true in the business and industrial world the same is also true concerning the administration of education. Education has become one of the large businesses of a community and like any other it must be run efficiently (35:1-2). In the report of the Committee on Uniform Records and Reports to the National Council at Saint Louis in 1912, Harlan Updegraff drew a similar comparison:

Our schools have grown in much the same manner as has the business of a storekeeper in a small town, which increased as the municipality until it became a prominent factor in the commercial life of a large city. When the business was small and its owner could personally supervise all the details of the bookkeeping system he could well regard his entire establishment as a single unit, but as it grew larger and he knew less and less of the details, it became necessary for him to adopt a system of accounting which would separate the businesses of the various departments as they increased in number and which would at the same time lay a careful, scientific classification of expenses and receipt items, reveal leaks, check wastes, and measure profits (55:47).

W. G. Reeder in "The Fundamentals of School Administration" says:

Proper statistics are the foundation and the framework for an efficient administration of a school system; without such data the superstructure of the system is not well buttressed. . . . The choosing of policies which have not grown out of complete information is likely to result in the foisting of vicious policies upon the school system; attempting to execute policies without having any statistics to serve as a guide is like unto attempting

to steer a ship across the pathless waste of the ocean without chart and compass; and not to collect information which is calculated to show the efficiency of each school employee, each pupil, each material, and each process is to permit things to 'run themselves'--that would never do (46:506-507).

The demand for certain school records can be defended from several points of view: (1) Records must show how well the school is meeting the legal requirements of the state, the county, and the local districts; (2) records increase the general administrative efficiency of the school system; (3) records must justify the existence of the school and secure adequate support for it; (4) records supply data needed by the teacher regarding the children's native ability and past experiences (29-187).

#### Statement of Purpose

This study is an attempt to evaluate present systems of child accounting and to construct a system of uniform records and reports to be used in the forty-nine schools under the direction of the Poor Sisters of Saint Francis Seraph of the Perpetual Adoration.

The making of this investigation necessitates five separate tasks:

1. The examination of the present record and report forms with reference to the frequencies of the forms and of the items which appear on the forms.

2. The construction of a questionnaire prepared to obtain the frequencies of the uses of the various items in solving educational problems.

3. The request for comments by the principals to obtain items not listed on the questionnaire, and the evaluation of these items.

4. The selection of items recommended for the improvement of the record and report forms used in this system of schools.

5. The preparation of a set of tentative basic record forms to be suggested for use in the schools of the Poor Sisters of Saint Francis Seraph of the Perpetual Adoration.

### Early School Records and Reports

Little is known concerning the earliest practices in child accounting (29:20). Hon. John Eaton, the Second United States Commissioner of Education, in an address before the National Educational Association in 1872, said:

We cannot tell when teachers first used registers, . . . nor what items they first included, nor when they began to report the work done in their schools to a supervisory authority (42:45).

School Journals which were published before this time refer to the register. It is mentioned as early as 1831. The register was frequently referred to as the "book," the "catalogue," and the "bill" (29:20).

In the early development of the American schools there was little need of maintaining a record of all the children of a school district or a community (28:3). The school organization was simple in character, consisting of one or two teachers, or at most one or two buildings, and definite knowledge with reference to school needs could easily be attained (49:281). The economic and social life of the people was simple. There was no need of high educational achievement to provide a satisfactory living. Inadequate means of communication and transportation often kept the small communities far apart. Education was considered a private function. Life in one group was not greatly affected by that of another (13:307). Attendance of the children at school was apparently the concern of neither teacher nor parent. Obviously, under such conditions child accounting was unnecessary.

Social and economic conditions changed rapidly. Improved means of communication and transportation brought distant communities into more intimate relationship. As a result of, or concurrent with these social and

economic changes there was a comparable shift in the attitude of the people toward education. Parents demanded that their children be educated at public expense; school authorities demanded that children attend school for a certain number of years and for a definite period each year (28:3-4).

When free public schools were organized and when aid in one form or another was given them through laws passed by state and local governments, child accounting began to assume a position of importance. It was then necessary that certain school records be kept from which reports might be made to satisfy the law. The Philadelphia Report of 1818, the Cleveland Report of 1834, the New York Report of 1834, the Chicago Report of 1853, and the Detroit Report of 1863 contain certain general data regarding attendance and tardiness among pupils. At that time, the percentage of attendance was considered an indication of school efficiency. Hence, records were compiled to obtain a high percentage of attendance (32:19).

#### Efforts of the National Education Association to Secure Uniformity in Records and Reports

The need for an effective system of school records and reports as the fundamental principle for school administration has been most forcibly and convincingly presented at the meetings of the National Education Association.

The Association, originally the National Teachers' Association, has exerted an influence in behalf of uniformity of terminology and it has emphasized the need for an accurate and complete system of child accounting records.

From the time of its organization in 1857 the subject of records was discussed at numerous meetings (32:22) (50:20) (29:51).

The second session or the first anniversary meeting of the Association was held at Cincinnati in 1858. At this meeting the following resolution was reported:

A committee of three be appointed to report at the next meeting of the Association, a basis for keeping "School Registers" and making "Annual Reports" adapted to the wants of teachers and school officers throughout the country (42:41).

Two years later in 1860 the National Teachers' Association met at Buffalo. At this meeting the importance of accuracy and uniformity in terminology of school records were discussed. The Committee recommended these items to be kept on the attendance records:

1. Whole number of pupils enrolled during the year;
2. Number transferred during the year;
3. Average number belonging to the school town;
4. Average daily attendance (41:254).

At the Harrisburg meeting in 1865, Andrew Rickoff brought out the importance of having certain information regarding attendance of pupils; namely,

The average length of time the common schools have been kept open, the number of children entered, the average number belonging and average daily attendance, the number of children of each age attending school, and, so far as possible, the nature of the attendance as to the length of time children remain in the schools and the degree of regularity in attendance while enrolled (41:557-558).

In the following year, 1866, the meeting was held at Indianapolis where the following questions were presented for discussion:

How shall the register be reckoned?  
 How shall averages be obtained?  
 Shall the roll of pupils be taken twice a day or once?  
 (41:575-576).

At the meeting in 1871 tentative plans for recording school attendance were drawn up and a Committee on School Statistics was appointed to try out the suggestions for a year in the schools of Chicago, Cincinnati, and

Saint Louis. The following year W. T. Harris presented the report of the Committee with the general conclusion that:

The advantages gained by the adoption of the new system consist wholly in the absolute reliability of its results for comparative purposes. No margin has been left for any arbitrary construction on the part of the teacher, or for differences on account of strictness or laxity of discipline (41:260-270).

In the same year, Hon. John Eaton further emphasized the necessity of uniformity in records and reports in his address, "Educational Lessons in Statistics" (50:21).

The committees of 1874, 1881, and 1891 were appointed for the purpose of developing uniform terminology and procedure in the preparation and collection of information regarding school statistics. The work of these committees was not satisfactory as they failed to deal with the statistics of the individual child but rather with that of the group (32:22).

In 1877, the announcement was made that the statistics of that time were almost useless as standards of comparison. The reasons for these useless records were attributed to public indifference, official indifference, lack of authority on the part of officials to secure proper returns, lack of uniform understanding as to the meaning of terms, and an endeavor on the part of those who compile statistics to prove certain preconceived opinions (36:255) (50:22).

In 1880, the National Council of the National Educational Association was formed. From 1880 to 1898, it had a standing committee for the purpose of studying all problems in the field of child accounting. In 1885, the committee on educational statistics described a list of eighteen recommendations. These recommendations placed emphasis on the importance of an adequate accounting system to furnish the statistical information required

by the Bureau of Education. The committee also stressed the use of the transfer certificates. This certificate should be uniform and should contain information relating to the age, occupations and nationalities of parents, and birth of pupil (37:482-491).

The Greenwood Report which was presented before the National Council in 1889 was the first to show the necessity of a complete and accurate system of records for the proper understanding of the child. It was suggested that these records include items in regard to the pupil's parentage, birth, nativity of his parents, occupation, church affiliation, where educated, etc.; date of pupil's admission to school, the number of days he attended each year, his scholarship, deportment, and progress; his standing in each branch, promotion, etc. (38:433).

In 1891, Dr. Harris, Commissioner of the United States Bureau of Education, reported on School Records and Reports. The substance of his report may be given as:

Directive power is dependent upon insight into forces that work, which insight is to be gained only by statistics (50:25).

In 1896, Smiley set forth the importance of record forms for the purpose of providing quickly sufficient data for a comprehensive study of each pupil. He said:

Such information has often proven of inestimable value, making possible a reasonable explanation of extraordinary conduct of a student in his new surroundings; his act against this clear background of his past, appears much oftener to his advantage than to his disadvantages (29:54).

Even though the committee continued to discuss school statistics at its meetings, no important action was taken until in 1910. At this time a committee on School Statistics under the leadership of Charles Lamprey was appointed to make a study of Uniform Records and Reports (35:21) (57:51).



The committee expressed the need for uniformity of terminology in record keeping if the records are to be comparable. They pointed out that the present system of collecting and recording school statistics is unreliable and will continue to be of little value until the meaning of terms used in recording the original data can be agreed upon. In the preliminary report of 1911 at the meeting in Mobile the committee recommended a cumulative record card which was to follow the pupil through the elementary school year after year. The card was an "Admission, Promotion, and Discharge Card" (41:33).

The values of the uniform cumulative card as described by the committee are:

1. Universal adaptability for use in whatever system of schools the pupil may enter;
2. Decreased cost because of printing in large quantities;
3. Establishment of common practices of record-making and common terms for the expression of facts valuable for statistical investigations (41:34).

The committee also pointed out that the teacher's daily register is the basis for statistics in regard to pupils. The data found in the register is used by the teacher when making the monthly report to the principal and from these the principal makes the report to the superintendent. The committee suggested definitions for terminology to be used in the teacher's register; this would eventually lead to the desired uniformity of educational statistics in city, in county, in states, and in the nation.

According to the recommendations the register should show four groups of admitted pupils:

1. Pupils previously enrolled during the year, including transfers, within the school or school district;

2. Pupils previously enrolled during the year, in some other school or school district in the town or city;

\* 3. Pupils previously enrolled during the year in another town or city in the state;

4. Pupils not previously enrolled during the year in any town or city in the state (41:34).

### School Surveys

The installation of a well organized system of records and reports is a vital issue in the administration of a school system (6:80). The development of the scientific movement, the results of school surveys, and the individual investigations have brought to the attention of the teacher and administrator the importance of an adequate system of records and reports (32:27).

School officials and administrators are continually studying the educational problems of their respective schools in order to make necessary improvements. Many state legislatures have made comprehensive surveys of their school systems. Recommendations for improvement of administration have been made in each case by the state school survey commission or the survey staff (11:1-2).

Most important and representative among survey recommendations are those contained in the surveys directed by Cubberley in Portland, Oregon (9:298-299), Ayres in Cleveland (8:19), Strayer in Butte (53:135-142), St. Paul (47:32-38), Baltimore (4:69), Chicago (54:84), and Morrison and Judd in St. Louis (33:203-238).

In 1914, Geo. D. Strayer directed the survey in the public schools of Butte, Montana. These schools were using a loose leaf register to record attendance. The Survey Commission submitted an Attendance and Scholarship

Card which was to be used as a cumulative record. The substitution was intended not only to supply the necessary data needed but would also simplify the method which was being used. It was the opinion of the Survey Commission that the school census should be kept up-to-date and accurate. All schools, public, private, and parochial should file in the office of the clerk of education information regarding each child enrolled in the respective school. Code signs were used to record items; such as, "x" equals one day's absence. The Cumulative Attendance and Scholarship Card was sent with the pupil to a new school in case of transfer (52:135-142).

The survey of the Public School System of Portland, Oregon, was directed by Ellwood P. Cubberley in 1915. The survey Committee found the main weakness of this system to be a lack of an adequate statistical record so that the administrators were at a loss as to know how well they were actually serving the educational needs of the community. To remedy this defect the committee suggested that a complete, accurate, and continuous school accounting system be adopted. Furthermore, an individual, cumulative card should be provided for each child containing complete information of his educational career. It should contain the pupil's name, place and date of birth, date of school entrance, length of time in attendance, the promotion to each grade, conditions of health, conduct, success in school work, and the name, occupation, and residence of parent or guardian (9:298-299).

The direction of the Cleveland Survey was undertaken by Leonard P. Ayres in April 1915 and continued to June 1916 (8:19). The commission recognized the necessity of an accurate and complete record system. The improvement of methods of recording the school census so as to show the number of boys and girls attending public schools, private schools,

parochial schools, or no school was recommended. It urged the establishment of a permanent school census bureau (8:81-96).

In 1917, the Saint Paul School Survey (47:32-38), and in the following year, the Saint Louis School Survey (33:203-238) similarly recommended permanent record forms and census cards.

The Baltimore School Survey in 1920-1921, describing the record system in use, pointed out that the Principal's Register Card and the Pupil's Record Card were duplicate cumulative records. The Pupil's Record Card was used as an Admission, Discharge, and Promotion Card. It followed the pupil from teacher to teacher and was also mailed to a new school if the pupil transferred. One of the weaknesses pointed out was that the Principal's Card could not always be found in the principal's office, but was sometimes found in the classroom. For this reason the commission recommended in the survey report that the record of any pupil in attendance should be kept in the office file. It also emphasized the importance of the Principal's Register Card as it is the only permanent record card provided for the individual pupil (4:69).

The survey of the Chicago schools was made in 1931-1932. In the recommendations particular stress was placed on the lack of adequate educational and personnel records. The commission found that the "Registration-Progress Card" which was in use at that time made up almost the entire record system of many schools. The need for a more efficient system of term-end reports and cumulative and permanent records was emphasized. Teachers and other school officials were urged to cooperate in devising suitable records and reports (54:84).

Most of the school surveys studied emphasized the importance of an

adequate system of child accounting and pointed out the weakness of the existing practices, but none of them developed standards for a uniform system (32:23-24).

### State Reports

The state school reports were issued as early as 1795 in New York. At that time there was an annual appropriation of \$50,000 for five years to be divided among local communities maintaining schools. Records and reports were necessary to check upon the expenditure of this appropriation. The law required two commissioners to report through the county treasurers the number of schools, the masters' names, the number of scholars taught, and the number of days of instruction to the secretary of the state. New York was the only state at this early date regularly to issue school reports. In 1830, the states increased their interest in schools and provided for state aid and state school officers. In the next ten years, ten states had increased to nineteen; and by 1876 all of the then existing states had followed the practice. The preparation of annual or biennial reports was required of all the organizations (48:4-5).

The importance of the uniform accounting system is emphasized in the following:

The state wide revision of school accounting systems in a dozen progressive states; the publication of books on school accounting by Strayer and Engelhardt, Mort, Moehlman, McAllister and Otis, Fowlkes, Case and others; the effort on the part of the department of superintendence of the N. E. A. and the associated chief executives of State Education Departments to secure wider adoption of uniform records and reports (21:363).

In 1918, Geo. D. Strayer and N. L. Engelhardt published a series of school records, by the application of which they hoped to correct some

of the defects in the systems in use at that time. They pointed out that accuracy in the keeping of school records has an important effect on bringing about good educational results, such as:

1. The reduction of retardation due to late entrance into school.
2. The elimination of indifference on the part of school children fostered by the hope of an early evasion of the law.
3. The diminution of early withdrawals as occur when age records are not properly kept and duly authenticated.
4. The combating of the industrial exploitation of children by unwise parents.
5. The creation of a minimum of class disorganization due to late entrance.
6. The lightening of teacher burdens which are otherwise greatly increased when the above mentioned conditions prevail (55:273-307).

In 1923, these were reputed by school men as still used in many parts of the country (32:23).

One of the first cities to feel the need of an adequate accounting system was Detroit. Superintendent C. E. Chadsey, in 1918, organized a department of administrative research to study current conditions. Four years later Dr. Allen S. Whitney, President of the Michigan State Teachers' Association appointed a committee of three to investigate the possibilities of uniform child accounting and unit costs. The report of this Committee contributed to:

1. The development of a continuing school census for the entire state.
2. A uniform marking system from the kindergarten through the university.
3. A cumulative individual record card combining at once the scholastic, psychological, and health record of the child.

4. A uniform transfer record for the entire state (32:24-26).

Harry S. Ganders, Professor of Educational Administration, Colorado State Teachers College, in 1926, developed a system of reports and records for smaller cities. In this work the school accounting system of fifteen cities ranging in population from 3,530 to 14, 515 were used. The items on the elements were carefully rated as to their need and usefulness in the system (22:1-20).

Realizing the urgent need of an efficient system of forms Arch O. Heck and Ward G. Reeder in their "The Uniform School Accounting System" have prepared a series of forms for Pupil Personnel Accounting. The selection of items which appear on the forms was based on the results of a study made by Arch O. Heck in 1923-1924 (30:1). The Heck and Reeder forms are strongly recommended for use in large as well as small cities on account of their simplicity (21:363).

### The Catholic Schools

Records were not kept in the early Catholic schools. The annual report on average attendance was compiled from the daily roll-call. The introduction of a system of records and reports was made the subject of discussion in 1909 at the Sixth Annual Meeting of the National Catholic Educational Association. The important questions of the meeting were:

1. What records should be kept?
2. What things should be recorded?
3. How may these be best arranged?

It was decided that the individual card should be used and that only those things should be recorded which would be of "assistance in teaching

and in discipline" (43:328-330).

Three years later records and reports were brought up at the Ninth Annual Meeting of the Association. This time Rev. A. V. Garthoeffner stressed the necessity of a uniform system of records from which definite information regarding such problems as elimination, retardation, promotion, irregular attendance, truancy, and overcrowded conditions could be secured. He pointed out that the lack of terminology decreased the value of the early school statistics (24:357-365).

Brother Azarias read a paper "The Accurate Keeping of School Records" at the thirteenth meeting of the association. Again the necessity of records and uniform terminology was insisted upon (3:261-267).

In 1925, at the twenty-second annual meeting of the association Rev. Dr. John M. Wolfe outlined a possible system of records. This system included (1) the matriculation card, (2) office record card, (3) health record card, (4) admission, promotion, and discharge card, and (5) the transfer card. Besides these there was another set of forms which Dr. Wolfe called "Record Forms for Teachers." This set was intended to remain in the hands of the teacher. The first of these is an admission, discharge, and promotion card similar to the one in the preceding set; the second is an attendance and scholarship record; and the third is an attendance, scholarship attitude and conduct report. The latter card is the one sent monthly to the parents (59:416-430).

#### Compulsory School Attendance

Compulsory education is a natural outcome of a system of free schools. If education is so necessary that the schools are supported at public



expense, it is evident that every one should be given a certain amount of education. If the pupil does not take advantage of the opportunity presented he should be compelled to attend school, both for his own sake and for that of society. In this country compulsory education began almost as early as the schools themselves (65:322).

Compulsory education was brought about by the unwillingness or the inability of some parents to obtain educational advantages for their children. According to Dutton and Snedden industrial exploitation is one of the principle causes for protection of children through compulsory education:

The division of labor under the factory system, the use of machinery, and the wage system have made possible the use of children-wage so destructive of the physical, moral, and intellectual well-being as to demand from society protective measures (14:492-501).

The state has the power to procure for neglected and exploited children their right to a protected childhood and a suitable education. The Massachusetts law of 1642 was the first important legislation in the control and instruction of children. This law, though strictly a compulsory education and child labor law, made no schooling requirement and provided no schools. Its provisions for enforcement were equalled by few if any of the compulsory education laws and child labor laws prior to the twentieth century (18:20). This law was improved in 1647 and was followed by the compulsory attendance law in 1852. A few years later, in 1867, Vermont passed a modern attendance law. By 1918 all forty-eight states had passed similar legislation (12:6-8).

The enforcement of the attendance laws by the state required an accurate accounting of each child between the age limits designed in the

law. The responsibility for the enforcement of this law was intrusted to school administrators within the local districts (13:308).

Leonard P. Ayres voiced his opinion regarding the need for an adequate system of child accounting when he said:

An accurate and complete school census is the foundation of any system of universal compulsory education. Unless there exists an accurate record of all the children it is impossible to tell whether or not all of those who should be attending school (2:22).

Frederick E. Emmons expressed similar views in speaking of the importance of records in school attendance:

Adequate census and attendance records are essential if compulsory attendance laws are to be properly enforced and if all the children of a state or community are guaranteed their educational birthright. . . .

Furthermore

Since education is a function of the state, the prime responsibility for an adequate and accurate school census lies with the state legislature and the State Department of Education. This includes prescribing minimum regulations concerning attendance records and reports within the state (15:262-267).

Even the best schools can be of little benefit to the children if they are not attended regularly. Full time attendance for all normal children between the ages of six and fourteen should be demanded (25:138).

In order to enable the school district to discharge its duty of enforcing the compulsory school law it must have an annual check on each child of census age (71:42-43).

The census should be kept on permanent record cards which can be continuously amended as facts of change are learned. Graves advocates such a permanent and continuing census including the following:

1. Easily accessible information concerning the name, age, sex, address, parent, school attended or reasons for non-attendance, employment of every child who should be in the schools.

2. All information that may be necessary for the development of a modern school system on the basis of actual needs, as illustrated by population shifts and trends.

3. Whatever other facts concerning school population may be required by state laws or desired by social agencies (25:138-143).

### Importance of Records and Reports

Although uniformity in the records and reports of school systems has been a matter of discussion among school administrators and teachers since the time of Mann, Barnard, and Lewis, little formal acknowledgment has been given the problem (51:23). The educational survey movement and the advance of scientific educational analysis have shown the lack of uniform records, have brought to light the importance of adequate child accounting, and have revealed the necessity for an adequate child accounting system (68:70).

In the introduction to "Child Accounting" by A. B. Moehlman, Stuart A. Courtis writes,

the public in all its affairs is coming to recognize the value of intelligent planning on a fact basis and of adequate accounting for the use made of facilities and funds provided. It is beginning to hold schoolmen to the same strict accountability that is demanded of other agents (32:7).

Payson Smith in the Preliminary Report of the Committee on Uniform Records and Reports says:

If the administration of the public school is to be elevated above the plans of personal opinion, if our theories are to be given foundation, in fact, if our assumption with reference to lines of work, method of instruction, mastery of subject matter, and skill in manipulation are to be displaced by positive knowledge, data must be collected with reference to actual social conditions, with reference to the effect upon children of certain lines of instruction, and with reference to the effectiveness of given methods of teaching (49:281-282).

Ganders felt that the report of the Committee on Uniform Records and

Report of the Department of Superintendence of the National Education Association in 1928 would hasten the movement for better educational accounting systems (22:1).

Arch O. Heck points out that there is a lack of clearly defined philosophy of child accounting among schoolmen, and that it is essential that uniform records be prepared in order to obtain the best results from the data collected and recorded (28:125-141).

Frederick E. Emmons in the Committee report of "Census and Attendance Records" points out the necessity of an accurate enumeration of the school population if compulsory attendance laws are to be enforced and if the proper educational services are to be provided for all children.

This census should include the following information:

1. Number of children of all ages up to twenty-one living within the jurisdiction of the school authorities.
2. Home address of each child.
3. Parent or guardian of each child.
4. Dates between which these children are of compulsory age.
5. Number of children who should be in school.
6. Number of children in public schools, in private schools, or not in school (15:263).

Dorothy Van Alstyne, in "Collecting and Organizing Information About the Child," Fifteenth Yearbook of the National Elementary Principals, says:

The causes of personality maladjustment can be discovered only on the basis of essential information about the individual child and his environment. . . . Facts concerning the child's home, his special interests outside of school and other pertinent factors constitute aids in diagnosing possible maladjustment (56:468).

In the study of Child Accounting, Arch O. Heck emphasizes that the

best work in education necessitates a uniform and adequate system of records and reports. The progress of education demands a more nearly complete knowledge of the child in his whole environment. The conscientious school administrator needs all of the information he can get in relation to the effect of the school program upon the pupil. It is imperative that he has definite knowledge regarding the pupils of the school system (29:19).

Studies have been made showing that the percentage of non-attendance in the United States is high (12:1-4). To know why a child is absent from school is just as important as to know how many times he has been absent. A knowledge of the number of pupils who should be in school is essential to effective administration of a school system. In order to secure this information it is necessary that a complete and accurate accounting of all children of school age be procured. The extent to which compulsory school attendance and the child labor laws can be made effective will depend to a great extent upon the completeness and reliability of the school census. The annual census affords an index to the changing educational needs due to the growth and character of the population (29:127).

Retardation, elimination, promotion, failure, overageness, and other problems of this nature can only be solved through accurate and complete information. This information can be secured only through an adequate system of records and reports (32:36-46) (64:15-17).

Problems which arise from individual differences, the organization of subject matter, the arrangement of the classroom program, method of presenting subject matter, physical handicaps, malnutrition, insufficient clothing, physical education, health, and the influence of the child's environment outside of school, can be known and solved only through

adequate information acquired through scientific study of records and reports (29:17-19) (32:55-58).

All the studies referred to have three things in common. They show (1) the inadequacy of the present forms in the systems studies; (2) the necessity for a revision of the forms in use; and (3) the important bearing that adequate child accounting has upon the efficiency of the school.

## CHAPTER II

### USES OF RECORDS AND REPORTS

#### Necessary Records for the Classroom Teacher

The committee on Uniform Records and Reports of the National Education Association in 1912 stated:

The foundation of all statistics concerning children is established in the records made by the teachers in the school room (41:27).

An adequate system of records and reports should lend itself directly or indirectly to the purpose of education, namely, to the development of the child. Records pertinent to census and attendance, pupil personnel records, and pupil reports are most valuable and helpful to the classroom teacher in administration of instruction (13:306-307).

One of the most important problems relative to child accounting records is to determine just what should be recorded by the school system and just what record forms are best suited and most useful in the administration of a progressive modern education (44:556).

Harry S. Ganders in his study "A System of Records and Reports for Smaller Cities" lists the four important phases of the problem as:

1. The modifying influences of the existing school personnel and administrative organization in the city of the size for which the system is to be developed, must be recognized.
2. Standards based on sound principles must constitute a guide in the development of the entire system. These standards must lead to the correction of unsatisfactory features of existing systems.
3. Specific rules must be drawn up in accordance with which various elements are to be included or excluded.

4. Specific basis must be established for determining which items are to be placed on each particular element of the system (22:39-40).

### Selection of Items to be Included on the Record and Report Forms

The term "item" as defined by Arch O. Heck is, "any new fact or statement required to be recorded on the record form relative to the pupils of a school system" (29:11). Harry S. Ganders in his study defines the term as "separate units of information" (21:8).

Martin L. McNicholas in his study of "Child Accounting in Catholic Elementary Schools" used the following criterion to justify the selection of items:

This criterion is the frequency with which an item has already been used in attempts to solve problems together with the frequency with which the item is demanded by research students in the solution of other problems which have been outlined or suggested in educational books and periodicals (35:58).

The selection of items to be included in a system of records should be based upon a careful study which has been built upon definite criteria (29:192).

In his study of child accounting, Heck gives four criteria for the selection of items:

1. The frequency with which items actually appear on the record forms used in city systems.

2. The frequency with which items are demanded in state reports.

3. The frequency with which certain items are demanded in the solution of problems of child accounting.

4. Items which are in actual use in school work (29:111-160).

Each item of Heck's Universal List, which forms the basis for the



Uniform School Accounting System, was checked against these four criteria. The list contains seventy-six items. It is a fundamental list which should be included on the record forms of every school system (28:232-235) (44:556).

### Record and Report Forms

Many schools have built up thier system of records by the accumulation of new forms until they have a mass of material which is not only unwieldy but has no scientific argument upon which to base the inclusion of many of its forms (5:366) (21:23).

In introducing a system of records and reports, the administrator should evaluate them in the light of the best theory and to fit the particular needs of the local school system (19:1-2).

Criteria for devising record systems have been set forth by Foster, namely,

1. They should make for uniformity and comparability, both as they concern data from different sources within the school system and as they concern data collected in other school systems. There must be agreement as to the meaning of items on which information is collected, and as to procedure used in recording data. Record forms should provide for the collection of minimal facts, such as those required by the state and Federal Governments and such additional information as is desired locally for the whole school system.

2. The amount of data recorded should be no more than is needed and will be used. School procedure to be efficient must be based upon exact information. . . No item of information should be collected which is not used. No item should be recorded more than once unless such double recording is essential.

3. The various records of a school system should be coordinated and unified. The information collected in a set of records should coordinate with and supplement that recorded in other records (19:1-2).

The principle types of pupil record and report forms for use in a typical system outlined by Ward G. Reeder include, the Attendance Register,

the Pupil's Cumulative Record, the Principal's Office Record, the Continuous School Census Record, the Teacher's Cumulative Report of Pupil Attendance, Teacher's Enrollment Report, the Teacher's Report on Failures, and Pupil's Report Card (46:512).

A. B. Moehlman recommends four records as the basis of an adequate system: the Cumulative Individual Record Card, the Daily Record or Class Register, Attendance Record, and the Home Card (32:56-58).

The records recommended by the National Education Association for the use of the classroom teacher are:

1. Teacher's daily register book
2. Pupil's general cumulative record
3. Pupil's health record
4. Pupil's vocational guidance record
5. Pupil's psychological clinic record
6. Principal's office record

(23:245).

Realizing the great need of an efficient system of child accounting, Heck and Reeder spent several years of research at the Ohio State University. They analyzed all available methods of school accounting in the various sections of the United States. They compiled the results of their work into the "Uniform School Accounting System." The forms for the elementary schools incorporated in this system are:

1. The Uniform School Register
2. Principal's Office Record
3. The Uniform School Census Card
4. Notices of Transfer and Withdrawal

5. Pupil's Scholarship and Marks
6. Pupil's Absence and Tardiness Blanks
7. Enrollment and Attendance Reports
8. Teacher's Report on Failures
9. Pupil's Report Card

(30:1-33).

The classroom teacher is most interested in those records which relate to instructional purposes. The attendance register, the scholarship record, the cumulative record, and the report card are included under this heading (5:391).

### The School Register

The register of attendance is a very important book of accounting. Its accounts do not deal directly with money as do those in most account books, but with the time of children, both those in school and out of school (34:21).

The teacher's register is usually known as an attendance record although it sometimes contains the monthly scholarship marks. The data which should be placed on cumulative records may also be included in the register (23:247-248).

Charles Mosher in his article "The School Register" in the New York State Education, January, 1933, says that the register should give the exact information regarding the presence, absence, and tardiness of each child (75:318).

The register was required at a very early date. When Horace Mann became the secretary of the Board of Education in Massachusetts in 1837,

he recommended that a "blank form or a register" be kept in all school districts. The legislature passed an act on this recommendation the following year. The first register was a single sheet. It was revised from time to time until in 1845, Horace Mann prepared a permanent school register in book form (28:184).

During Henry Barnard's first year as secretary of the Board of Commissioners of Common Schools for Connecticut the teachers were at liberty to use the register; the next year he made the use of it obligatory. Each teacher was required to record the names of the pupils enrolled, the daily attendance, ages of pupils, the date of entrance, and the length of time they continued in attendance (28:185).

Samuel Lewis, the first superintendent of Common Schools in Ohio, demanded the teacher in each district to keep a "Book" containing an accurate record of the number of scholars, sex, and the time they attended school (28:186).

By 1925 the use of the register had grown to such an extent that thirty-three states out of forty-eight states used some form of the school register (29:91-92).

Most states prefer the book method of keeping the register as it simplifies the work in recording and reporting attendance. The names of the pupils are written on one or two pages and the absence or tardiness of pupils can be recorded easily in the column for the particular day (28:187).

The loose-leaf attendance record has been recommended by F. S. Breed as most desirable. This form requires the writing of names only once for the entire school year, and besides the record of daily attendance it provides a summary of attendance for each month, semester, and year as well as

the checking of computations. He also suggests that the scholarship record be of loose-leaf form and placed in the same cover with the attendance register (5:392).

### The Pupil's Cumulative Record

The pupil's cumulative record is the fundamental record of the pupil (30:2). The individual cumulative record is considered to be very useful as it is a summary card of the record of the pupil and is sent to the next teacher when the pupil moves or is transferred (5:392).

A general cumulative record card for pupils was recommended by the committee for Uniform Records and Reports. In 1910, a committee on School Statistics working under the leadership of Charles M. Lamprey selected a number of record forms. The cumulative record was emphasized. This record was called the "Admission, Discharge, and Promotion Card" and was intended to follow the child from teacher to teacher (42:33-34).

The Committee of the National Education Association, 1928, recommended a cumulative card similar to the "Admission, Discharge, and Promotion Card." It was recommended that it be retained by the teacher in closest contact with the pupil. The cumulative record may take the form of a card, a book, or a sheet of ledger paper. In any case, the material of which the record is made should be such as to withstand usage during the entire life of the child (23:249-250).

The Committee of the National Education Association on Uniform Records and Reports through its chairman, R. O. Stoops, sets forth the necessity for cumulative records as follows:

All major pupil records should be cumulative. . . .  
Additions and changes should be made upon the record from time to

time as new information is secured and as old data change. It should follow the child from grade to grade and from school to school. . . . This record should be filed with the teachers, attendance officers, nurses, and other school officers who have most opportunity for utilizing the data contained on the records (23:246).

The cumulative record is recommended for the following reasons:

It provides for a complete story of the child's past school and home history; the facts are all filed together instead of in different files; the data are quickly available to the teacher; the forms are durable and capable of lasting the child's entire school life; the form reduces the repetition of items to a minimum; the system recommended for using the forms guard against loss of valuable data (23:249).

The importance of the cumulative record as a factor in guidance is set forth by Mildred Fisher (69:344-358). Prudence Cutright calls the attention of the teacher to the value of the cumulative record as helpful in the discovery of the maladjusted pupil (10:479-484). To be of value in this work these records should contain all the significant developments which have appeared during the child's life in school, such as, mental, social, emotional, and physical characteristics, and special retardation or promotion (45:142) (60:480-484).

#### The Principal's Office Record

The principal's office record card is helpful in securing greater efficiency in a school. This is a pupil's record which, in a way, may be a miniature pupil's cumulative record card. It is always kept in the principal's office. If the pupil changes to another school the card is not transferred to the new school. The value of the card consists in the speed with which information can be recorded on it and secured from it (23:261).

The principal's office record card is designed to keep the school census permanent, continuous, accurate, and up-to-date. The information

on the card is relative to the pupil's age, place of birth, place of residence, scholastic record, and home environment. It is also a very useful instrument in guidance work (30:19).

### The School Census Card

The school census card is the basic record of the school district (71:42). The information which is acquired from this card enables the school system to carry out the compulsory school law more effectively. Each card should contain the full name of each child, its residence, names of parents, the school which the child attends if in school, and if not attending school for any cause, the reason for non-attendance (55:281).

Ward G. Reeder says that the continuous record should show a record of the child (1) from birth until he is enrolled in school, (2) during the entire time of school attendance, (3) from the time he withdraws until his eighteenth birthday (46:320). Chamberlain recommends that the record involve all ages below eighteen and as many years after as required by law (7:482).

The census card should contain information which will enable school officials to provide teachers, buildings, and equipment, supplies, and other facilities for the necessary number of pupils (46:321). Besides these the continuous record has several other advantages:

1. It is an individual card allowing the arrangement of recording to such desired classification as (a) those under or over a certain age; (b) those enrolled in certain schools and the like.

2. It provides for a complete tabulation from birth to eighteen years of age and allows the recording of added information for each year by enumeration.

3. Records of individuals beyond the census age and of those

under or no longer in school may be removed readily from the files.

4. The card tells the census history of the individual at a glance.

5. It facilitates the annual census enrollment report (71:42-43).

Many of the leading school systems have developed a continuous school census (55:281). The laws in the states of Kentucky and North Carolina provide for a continuing census in all districts (12:25).

### Teacher's Enrollment Report

The teacher's enrollment report is made annually. This may be made at any time during the school year. This report if made out properly will give information concerning the number of different pupils enrolled in all the schools throughout the United States during a given year; the number of different pupils enrolled in public schools, private schools, or parochial; the number enrolled in all schools in a given state during a given year; the number enrolled in all public, private, or parochial schools in a given state; the total number enrolled in a given district, town, county, or parish during a given year; the number enrolled in all public, private, or parochial schools; and the number enrolled in a given school or the number of different pupils which a teacher has had in the school attendance register during the given year. The use of the teacher's enrollment report is a check to prevent the duplicate enrollment of any pupil (30:26-27).

### Teacher's Cumulative Report on Pupil Attendance

The teacher's cumulative report on pupil attendance should be used by all teachers in the elementary school and is the basis of all other



attendance reports. It should be filled out by the teacher regularly at each period. Heck and Reeder enumerate the following outstanding merits of the Teacher's Cumulative Report on Pupil Attendance:

The report is cumulative. This feature eliminates the necessity for a semester report; it makes possible a summarization of all data for the semester at the close of any given month; it continues to give data for a given month; and it causes the teacher to think of his record keeping and reporting as a continuing live and important work--which, of itself, undoubtedly begets greater accuracy (30:26).

### Pupil's Scholarship and Marks

Heck and Reeder include the Notice of Unsatisfactory Progress, the Honor Scholarship Certificate, and the Teacher's Report of Pupil's Marks under this heading. The first is a notice issued to the parents or guardian when the pupil fails to do satisfactory work; the second is issued to the pupil as a recognition of superior work; and the third is used by the teacher in reporting the pupil's marks to the principal's office (30:23-24).

### Pupil's Report Card

The pupil's report card is designed to present the educational aims of the school to the home. The card is the medium through which the parents are kept informed of the pupil's progress (58:359-362).

The pupil's report card was first known as a "deportment card." Superintendent Sell, in 1863, suggested to the Board of Education of Detroit that a uniform plan be devised to keep account of scholarship and deportment of all the pupils in the schools, and also some system of making frequent reports to parents of the pupil's standing in the high schools. Evidently

this suggestion was not followed because in 1889 the principal of the high school claimed that the work of the monthly report to the parents would be excessive and unnecessary. The parents were permitted to examine the register which contained all the information of the pupil. The school and home were brought into closer relationship with the spread of democracy in education and by 1895 the report card found its way into the school. The same form of card was used for all the grades from one to eight. At this time, subject matter was given first consideration, but a mark was given in deportment (31:363-372).

From the time of its introduction the pupil's report card was intended to serve as a report of the child's achievements in school. It also serves an equally important purpose of keeping the parents informed of the changes in the school's goal and of any new information concerning the growth and development of the child (66:115).

The Educational Research Service Circular No. 4 points out that the scope of content of the pupil's report to parents contains all phases of the pupil's development:

1. Intellectual. Reports on scholarship should be as objective as possible. Terms should be clearly defined.
2. Physical. The observance of good health habits and general conditions of the pupil should be reported.
3. Social. Habits and attitudes should be stated in positive terms, emphasizing desirable practices (40:9).

E.J.Ashbough in an article on "Parent and Pupil's Report Cards" tells us that the report card is used as a medium through which the school expresses the objectives of the school program and it serves as an agency in securing the cooperation of parents. He also stressed the lack of

uniformity in report cards. The pupil's report cards are not alike in form or size in two school systems nor are they alike in the information which they give to the parents (61:143).

It is desirable to have uniformity within a single system for administrative purposes such as the transfer of pupils from one school to another. However, there should be a certain degree of flexibility among school systems throughout the country (26:2).

In order to attain the educational objectives of the school system and of the teacher in guiding the educational development of the individual child the teacher's report to parents will vary between school systems and within a particular school system. For this reason, great care should be given in designing the report card. M. R. Trabue states the following principles as guides for the teachers and school officials in making reports to parents:

1. The school's reports to parents should be recognized as having a separate and distinct function of their own which is so important that it should not be weakened by modifications made in the attempt to render them useful for various other different purposes. . . .

2. The parents should be given in intelligible language only as much of the teacher's conclusion about a child as will obtain from that child and from the parents the cooperation that will be of maximum educational value to the child. . . .

3. The reports of the teacher to the parents should be made in language which the parents readily and fully understand. . . .

4. Reports to parents should be no more uniform than the facts to be reported and the advice to be given. . . .

5. The school should report to the parents whenever a report would seem to have any chance of being helpful in the educational development of the pupil concerned. . . .

6. The teacher should keep an accurate record of the character and contents of each report which she sends to each child's

parents (23:269-271).

The traditional report card is being replaced by one of a more recent development which is indicative of the educational aims of the American Schools of today. The Goal Card (62:27-28), Individual Conference (27:429-432), Diagnostic Letter (63:107-114), and the Progress Chart (73:31) are methods which are used at present in reporting the achievements of the pupils to parents.

## CHAPTER III

### ANALYSIS OF DATA

#### Procedure

#### Definitions

In order to ascertain what record and report forms are used at present in the schools included in this study a letter was written to the principal of each school. In the letter the principal was asked to send a sample of all blank forms of records and reports used in her school. These forms were to include: the school register, report card, cumulative record, health record, or any others that are in use.

The schools, as may be seen from CHART I, are located in eight different states. The population from which the pupils are drawn varies greatly--from the small country parish with no ascertainable population to the city on New Orleans, Louisiana which has a population of 458,782. The pupils in the small country parish schools are drawn from the farm homes in the vicinity of the school.

Six types of schools are included in this investigation: Parochial, Public-Parochial, Public, Private, Indian Mission, and Indian Government.

The number of inhabitants in the city or town, as well as the classification of schools is shown in TABLE I. The frequency of each type of school is: Parochial 39, Public-Parochial 2, Indian Mission 1, Indian Government 1, Public 4, and Private 2.

The principal of each school replied to the letter requesting copies of the report and record blanks used in her school. A total of 386 record

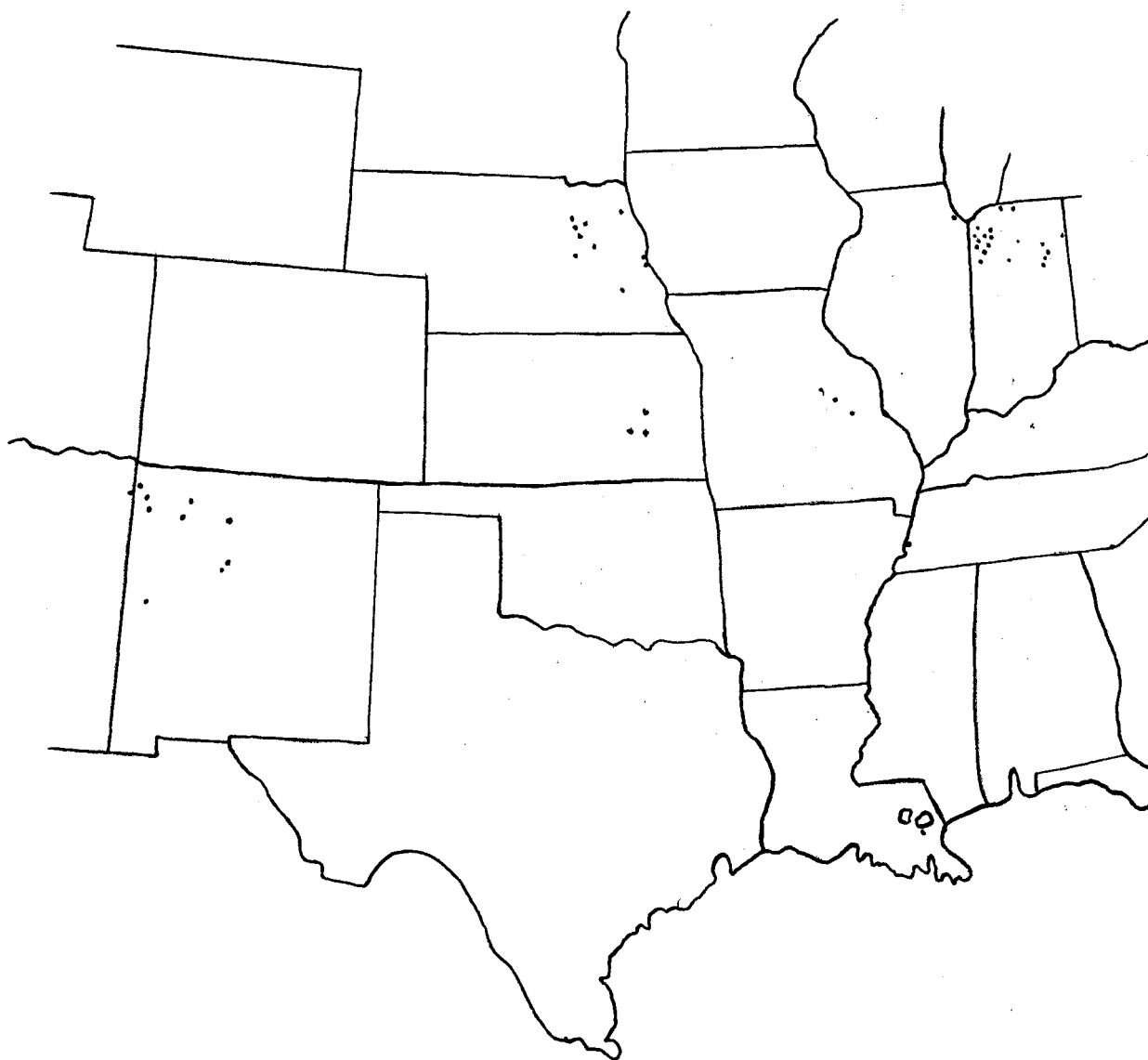


CHART I. DISTRIBUTION OF SCHOOLS USED IN THIS STUDY

TABLE I

POPULATION OF TOWNS OR CITIES, NUMBER OF PUPILS, NUMBER  
OF TEACHERS, AND CLASSIFICATION OF SCHOOLS

Number of school	Population of city or town	Number of pupils	Number of teachers	Classification of school
1	22,321	205	6	Parochial
2		101	3	"
3	501	81	3	"
4	114,946	330	8	"
5	1,564	188	5	"
6	1,176	130	4	"
7	64,560	531	13	"
8	6,613	199	4	"
9	5,787	104	3	"
10	13,420	196	5	"
11	1,355	61	3	"
12	26,240	115	4	"
13	26,240	344	8	"
14	26,240	208	5	"
15	15,755	119	4	"
16	18,508	74	3	"
17	1,274	60	2	"
18	1,348	74	3	"
19	879	73	3	"
20	332	80	3	"
21	14,067	180	6	"
22		39	2	Public-Parochial

TABLE I (Continued)

Number of school	Population of city or town	Number of pupils	Number of teachers	Classification of school
23	317	144	4	Parochial
24	458,782	518	14	"
25	2,063	79	3	"
26	359	86	3	"
27	2,143	119	4	"
28	6,898	99	4	"
29	6,898	259	8	"
30	105	81	3	"
31	241	97	3	"
32	854	281	9	"
33		61	3	"
34	75,933	73	3	Orphanage (diocesan)
35		167	5	Parochial
36	214,006	383	8	"
37	214,006	196	4	"
38	525	106	4	"
39	82	90	3	"
40	2,225	79	3	Public-Parochial
41	26,570	180	6	Orphanage (private)
42		279	9	Public
43	3,027	467	12	Parochial
44	204	124	5	Indian Government
45		148	4	Public



TABLE I (Continued)

Number of school	Population of city or town	Number of pupils	Number of teachers	Classification of schools
46	.	202	8	Public
47		77	3	"
48	1,902	150	6	Indian Mission
49	253,143	258	8	Parochial

and report blanks were received. This does not include all of the forms used in the schools as some of the reports to the school officials are not issued in duplicate and therefore are not found in the school. The blank forms which were received were arranged according to type outlined by Harry S. Ganders:

1. Records. Any writing, mark or trace that serves as a memorial giving attestation to an event or fact; the elements upon which original entries are usually made for temporary or permanent retention; usually retained in possession of the person for whom the original entries were made or of the person making the original entries, e. g. "Individual Pupil's Office Record Card."

2. Reports. An element intended to "bring back the past;" the elements upon which are entered summarizations taken from records. Reports are made out for the purpose of forwarding data to some other official in the school, e. g., "Principal's Monthly Report of Teacher's Attendance."

3. Communications. Elements used in conveying a message from one person to another, not for purposes of memorial. In "communications," in contradistinction from "reports," it is often not necessary to obtain from the elements the information forwarded, e. g., "Principal's Request from Parents for an Excuse for Pupil's Absence" (22:8).

TABLE II shows the classification of the blank forms according to type.

TABLE II

**CLASSIFICATION OF THE RECORD AND REPORT FORMS USED IN THE FORTY-  
NINE SCHOOLS OF THIS STUDY ACCORDING TO TYPE**

Classification	No. of items	Classification	No. of items
<b>I. Record Forms</b>			
<b>A. Scholarship</b>		4. Attendance Report to Superintendent	12
1. School Register	40	5. Report to Attendance Officer	4
2. Daily Class Book	12	6. Aggregate Attendance	19
3. Cumulative Record	2	7. Enrollment Report	6
Total	<u>54</u>	8. Cumulative report on Pupil Attendance	1
<b>B. Attendance</b>		9. School Census of Indian Children	1
1. Attendance Register	47	10. Notice of Withdrawal	2
2. Registration Blank	2	11. Aggregate Attendance of Private and Parochial Schools	19
Total	<u>49</u>	Total	<u>75</u>
<b>C. General and Miscellaneous</b>		<b>C. General and Miscellaneous</b>	
1. Lesson Plan	1	1. Report on Fire Drill	2
2. Library Loan Record	3	2. Teacher's Report to Principal	1
3. Principal's Office Record	1	3. Reading Circle Report	1
4. Permanent Record	15	4. Teacher's Term Report	8
Total	<u>20</u>	5. Report to Private, Denomi- national and Parochial Schools	14
<b>D. Physical</b>		Total	<u>26</u>
1. Case Record	1	<b>D. Physical</b>	
2. Health Record	9	1. Eye Survey	1
3. Height Record	1		
4. History of Contagious Diseases	1		
Total	<u>12</u>		
<b>II. Report Forms</b>		<b>III. Communications</b>	
<b>A. Scholarship</b>		<b>A. Scholarship</b>	
1. Examination Reports	38	1. Report of Unsatisfactory Work	10
2. Retardation Reports	1	2. Pupil's Semestral and Annual Report for Kinder- garten and Pre-Primer Class	9
3. Promotion Card	1	Total	<u>19</u>
4. Pupil Report Card	49		
Total	<u>89</u>		
<b>B. Attendance</b>			
1. Enumeration Card	4		
2. Transfer	5		
3. Absence Report	2		

TABLE II (Continued)

Classification	No. of items	Classification	No. of items
B. Attendance		D. Physical	
1. Excuse for Absence	13	1. Notification Slip	4
2. Parent's Absence Notice	1	2. Exclusion Slip	2
Total	<u>14</u>	3. Health Room Slip	2
C. General and Miscellaneous		4. Request for	
1. Information Card	13	Shick Test	1
		Diphtheria Immunization	1
		Tuberculin Skin Test	3
		Smallpox Vaccination	1
		Total	<u>14</u>

TABLE III shows the distribution of the blank forms as to type and number in each school. From it we learn that there are nine schools using seven forms; thirteen, from two to six; and twenty-seven from eight to fourteen.

Forty-seven School Registers were received. Nineteen of the Daily Registers are loose-leaf form. In these the name of each pupil is entered on a separate page of the register. The page contains information relative to the birth, parentage, home address, and entrance of the pupil as well as scholarship and attendance. If the pages containing the information regarding an individual pupil were assembled year after year and filed, they would serve as a cumulative record.

The remaining twenty-eight registers are in book form. Of these five serve as permanent classroom records from which Monthly and Term Reports of Teachers, Principals, and Superintendents are made. They also contain a record of Daily Attendance. Sixteen contain a combination of Scholarship and Daily Attendance. TABLE IV shows the distribution of registers as to

**TABLE III**  
**A FREQUENCY DISTRIBUTION OF THE 386 BLANK FORMS IN USE IN THE**  
**FORTY-NINE SCHOOLS INCLUDED IN THIS STUDY**

Number of school in which blank form is used	BLANK FORMS			
	Number of different records	Number of different reports	Number of different communications	Total number of different blanks
1	2	3		5
2	2	4		6
3	2	5		7
4	2	6	1	9
5	2	5		7
6	3	4		7
7	3	5	3	11
8	2	4		6
9	3	4		7
10	2	4		6
11	2	5		7
12	2	4	1	7
13	2	5	1	8
14	2	5	1	8
15	5	4	2	11
16	2	4		6
17	3	4		7
18	2	6	1	9
19	2	4		6
20	3	4	1	8

TABLE III (Continued)

Number of school in which blank form is used	BLANK FORMS			
	Number of different records	Number of different reports	Number of different communications	Total number of different blanks
21	2	1	1	4
22	3	4		7
23	3	5		8
24	6	2	1	9
25	1	1		2
26	1	1		2
27	2	3		5
28	2	4	4	10
29	1	3	4	8
30	3	4	3	10
31	3	3	3	9
32	3	3	4	10
33	4	3	4	11
34	4	6	2	12
35	3	3	4	10
36	3	7	4	14
37	3	6	4	13
38	3	3	2	8
39	2	3	4	9
40	4	4	3	11
41	2	3	1	6

TABLE III (Continued)

Number of school in which blank form is used	BLANK FORMS			
	Number of different records	Number of different reports	Number of different communications	Total number of different blanks
42	4	5		9
43	5	4		9
44	4	4		8
45	3	2	1	6
46	3	4		7
47	5	5		10
48	3	5		8
49	<u>2</u>	<u>1</u>	<u>      </u>	<u>3</u>
Totals	129	186	60	386

title and form. Those registers which do not have a distinct title are indicated as "Own." Two schools reported the use of their "Own" form ruled to care for the need of the local school conditions.

From TABLE IV it may be seen that fourteen different registers are in use in the schools under consideration. The largest group using the same form is nineteen; the next two largest groups use five each.

Twelve of the schools reported the use of a Daily Class Record in combination with the School Register. Two schools use a Cumulative Record Card and nineteen schools have a combination of Cumulative Record and Daily Register. This makes a total of twenty-one schools using some form of Cumulative Record.

TABLE IV

## DISTRIBUTION OF REGISTERS AS TO TITLE AND FORM

Schools	Title of register	Form
2	Krone's Daily Register of Attendance	Book
19	Fort Wayne Diocesan	Loose-leaf
1	Individual Attendance and Scholarship Record	Book
2	Moore's Teacher's Term Register	Book
4	Own	Book
2	Evanston School Register	Book
2	Perfection Daily Attendance Register and Record Book--C. E. Knott	Book
5	White's Graded School Register	Book
1	Daily Attendance and Classification	Book
1	Teacher's Daily Attendance Record--Monarch Series	Book
1	Redfield's Attendance Register	Book
5	New Mexico Teacher's Daily Register and Class Book	Book
1	Adam's Union Achool Register	Book
1	McCormick Mathew's School Register	Book

Twenty-one schools use a Permanent Record either in card or book form.

The card form is used in fifteen schools; five schools use a combination of Permanent Record and Daily Registers; one school uses the Principal's Office Record which also serves as a Permanent Record of the pupil.

Ten schools reported the use of some form of Health Record. Nine of these record cards combine the data concerning the History of Contagious Diseases, Immunization, Medical Examination, and Nurses Inspection. Space is provided on these cards for a record of follow up visits of the school or county nurse. One school has a special record card for weight of pupils; another uses a separate form for the History of Contagious Diseases; while still another uses a Case Record Card.

The Enumeration or Census Card is used in four schools. The card contains the names and ages of all the children between the ages of six and twenty-one, the name of parent or guardian, and their address. The Notice of Transfer and Withdrawal is used in seven schools. The Notice of Transfer is made in triplicate; one to be mailed to the receiving school, one to be sent to the attendance department, and one to be retained in the school. In case the pupil does not transfer to another school a Notice of Withdrawal is sent to the Attendance Department.

Four schools report to the Attendance Office every month or six-week period on the Enrollment, Attendance, Absence, and Tardiness of the pupils during this period. Twelve schools send a report to the County Superintendent on the tenth day after the opening of the new term. This report includes the names of the pupils enrolled, their age, sex, date of birth, grade, and address and name of parent. Nineteen schools are required to send a report of the aggregate attendance in the Private and Parochial schools from the



opening of school to and including November 1. These schools are also required to file with the local superintendent a report of Aggregate Attendance of pupils on the last day of school. The information in this report includes Names of Pupils, Corporation in which Pupil has Legal Residence, Grade, Date of Birth, and Number of Days Present. One school sends an enrollment report to the county superintendent for each pupil at the end of the week in which enrollment occurs. Five schools send a final report to the county superintendent giving enrollment by age and grade of all children.

All schools have some form of Report Card to Parents. Two schools have separate cards for the primary grades from those used in the intermediate and grammar grades. Sixteen cards are based on the six-week plan; two on the quarterly plan; and thirty-one on the four-week or monthly basis.

All the Report Cards to Parents except one are based upon the old traditional card. They contain space for recording grades for achievement in the various studies, examinations, deportment and application, the name and grade of the pupil, and signature of parent or guardian. Five schools use numerals in marking the achievement of the pupils. All the others use alphabetical letters. Each provides an explanation of the marks used and also space for signature of parent or guardian.

Two schools consider habits and attitudes equal in importance to subject matter and skills. These schools use the same marks for personal, social, and study-work habits as for subjects.

Six schools mark the traits of pupils, such as interest, preparation of lessons, citizenship, and care of books. One of these schools sends an explanation of these traits to the parent with the issuance of the first report.

One school is using a card which reports to parents that the pupil is doing satisfactory work in all subjects except one or more and gives the reasons. Cooperation is requested of the parents in helping the pupil overcome difficulties if possible. Space is provided for reply of parent.

Twenty-seven of the Report Cards to Parents are a combination of the pupil's achievement and promotion card. Only one school uses a separate promotion card.

### The Ranking of Items

A list was made of all the items that were included at least once on any report or record blank of the school accounting systems used in the schools included in this study. Each item as it appeared on the first form was written on a 3" x 5" index card. As new or additional items appeared on succeeding forms, these were written on additional 3" x 5" index cards. For each item as it appeared on a form, a 3" x 5" card was filed back of the index card bearing that item.

These 3" x 5" cards had been previously ruled to provide space for recording twenty-five items on each card.

### Classification of Record and Report Forms

Before commencing to list the various items, the records and reports were classified as to Scholarship, Attendance, General and Miscellaneous, and Physical. TABLE V shows this classification. In recording the items the number of the school, as it appears in the list of schools in the appendix, the capital letter of the general classification, and the small letter to denote the form on which it had appeared were used. Thus an item appearing

as "22Ad" indicates that it had appeared on the Pupil Report used in school number 22.

FIGURE I is a reproduction of one of the cards used in making a list of items found on the report and record blanks used in this study.

This procedure was used for all of the forms under each classification. After all items had been filed, each was typed on a working sheet. All cards of the file under the first item were then withdrawn and the frequency of the item counted. This plan of procedure was continued until the frequency of all the items had been recorded on the work sheet.

The analysis of the record and report blanks shows a total of nine hundred nine items. These were arranged in the order of their frequency.

Item Name of Pupil				
20 Bh	34 Ch	34 Bi	4 Bg	22 Ck
23 Ck	15 Dc	21 G	22 Ch	14 A Ba
47 Cb	24 Cc	24 Af	49 Bf	34 Ag
40 Bg	15 Df	16 Bf	15 Bi	43 Bb
44 Ba	28 Ad	38 Ab	37 Bo	18 Bw

FIGURE I. REPRODUCTION OF ONE OF THE 3" x 5" CARDS USED IN MAKING A LIST OF ITEMS FOUND ON THE REPORT AND RECORD BLANKS OF THE SCHOOL ACCOUNTING SYSTEMS USED IN THIS STUDY

TABLE V

## CLASSIFICATION OF RECORD AND REPORT FORMS USED IN LISTING ITEMS

## A. Scholarship

- a. School Register
- b. Daily Class Record
- c. Diocesan Examination Report
- d. Pupil Record (Permanent)
- e. Pupil Report Card
- f. Promotion Card
- g. Record of State Examination
- h. Report of Unsatisfactory work
- i. Pupil's Semestral and Annual Report for Kindergarten and Pre-Primer Class
- j. Retardation Report

## B. Attendance

- a. Attendance Register
- b. Registration Blank
- c. Enumeration Card
- d. Notice of Transfer
- e. Absence Report
- f. Attendance Report to Superintendent
- g. Report to Attendance Officer
- h. Aggregate Attendance
- i. Enrollment Report
- j. Cumulative Report on Pupil Attendance
- k. School Census of Indian Children
- l. Notice of Withdrawal
- m. Aggregate Attendance, Private and Parochial
- n. Excuse for Absence
- o. Parents Absence Notice

## C. General and Miscellaneous

- a. Lesson Plan
- b. Library Loan Record

- c. Principal's Office Record
- d. Permanent Record
- e. Report on Fire Drill
- f. Teacher's Report to Principal
- g. Reading Circle Report
- h. Teacher's Term Report
- i. Report of Private, Denominational and Parochial Schools
- j. Information Card
- k. Teacher's Monthly Report to County Superintendent
- l. Report for Private Elementary and Secondary Schools Washington, D. C.
- m. Monthly and Term Summaries
- n. Record of Lesson Analysis

## D. Physical

- a. Case Record
- b. Weight Record
- c. Health Record
- d. History of Contagious Diseases
- e. Eye Survey
- f. Notification Slip
- g. Exclusion Slip
- h. Health-Room Slip
- i. Request for Schick Test
- j. Request for Diphtheria Immunization
- k. Request for Tuberculin Skin Test
- l. Request for Small-pox vaccination
- m. Request for Typhoid Fever Vaccine

The item "Name of Pupil" having the highest frequency was placed first. This is the only item which occurred more than three hundred times; one item appeared between two hundred and three hundred times; one between one hundred-fifty and two hundred; fifteen between one hundred and one hundred-fifty. Below the frequency of one hundred there is a decrease in the frequency of the occurrence of the items. There are three hundred thirty-nine items, or 37.21% of the items which are found only once and one hundred seventy-three, or 19.2% of the items which occur twice. Only one hundred forty-nine, or 17.49% of the items listed occur more than ten times.

TABLE VI shows the extreme variation in the frequency of the items.

### The Questionnaire

In order to find out which items listed were in actual use, a questionnaire was prepared and sent to the principals of the schools included in this study. The items chosen for the purpose were those which appeared ten or more times in the tabulation made from the record and report blanks. These items were classified according to a plan borrowed from Heck's Universal List (28:254).

Seven classifications were used: A. Pupil Personal History; B. Personal Family and Home Life; C. School History; D. School Data; E. School Accomplishments; F. Medical History; G. Medical Examination; and H. Attendance Record.

With the questionnaire a personal letter was sent to each principal giving specific directions for checking items: If the item is used and of actual need, check "x" in the fourth column--those items which are actually needed and which should be included in a system of school records and

TABLE VI

## DISTRIBUTION OF FREQUENCY OF ITEMS APPEARING ON BLANK FORMS

Items	Frequency of items	Items	Frequency of items
300 - 320	1	140 - 160	1
280 - 300	0	120 - 140	5
260 - 280	0	100 - 120	9
240 - 260	0	80 - 100	6
220 - 240	1	60 - 80	14
200 - 220	1	40 - 60	18
180 - 200	0	20 - 40	33
140 - 180	1	0 - 20	820

reports for the schools of this study.

If the item is used but of questionable need, check "x" in the third column--those items which might be necessary in certain localities, but their need is questionable in the record system of this study.

If the item is not used at all, check "x" in the second column-- those items which for any reason can unquestionably be omitted from the system of school records.

The school officials or officials who utilize the various items were indicated by placing the respective letters from the "code" in the first column.

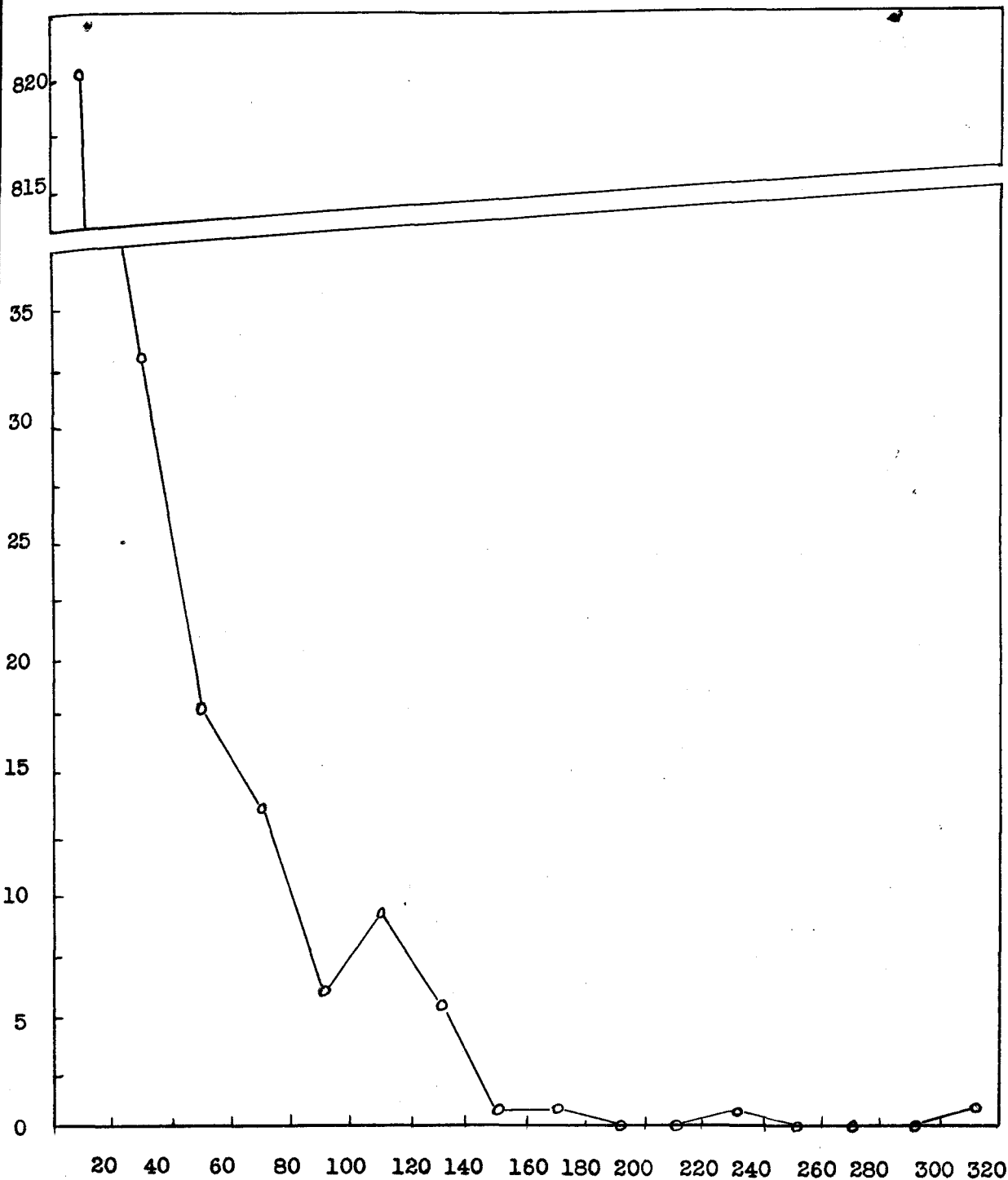


FIGURE II. GRAPHIC PRESENTATION OF DISTRIBUTION OF THE FREQUENCY OF ITEMS APPEARING ON BLANK FORMS

## Code

P. Principal	C. Parish Priest	E. _____
T. Teacher	Z. County Superintendent	F. _____
S. Supervisor	Y. City Superintendent	H. _____
A. Attendance Officer	B. Board of Health	R. _____

All forty-nine principals to whom these questionnaires were sent responded.

To facilitate the recording of the data of these questionnaires a card file was arranged. Each item which appeared on the questionnaire was written on a guide card, 3"x 5". Behind each of these four 3"x 5" file cards were placed. Three of these were ruled with fifty one-half inch squares. Each one bore the same item as the guide card and in addition the number one, two, or three, to indicate the column from which the information was obtained. FIGURE III is a reproduction of one of these cards used to record the data listed in columns two, three, or four on the questionnaire.

The name of the item was also written on a fourth card. At the left edge of this card space was provided for the name of the school officials or officials who use the item. The remainder of the card was ruled into one-fourth inch squares.

As the questionnaires were returned the number assigned to the school was written on each page. These numbers were used in making the proper notation on the file cards. Thus, if an item on the questionnaire was marked PTA in the first column and an "x" placed in the fourth column, the number of the school was written in one of the squares on the card for the fourth column and also after each of the titles--Principal, Teacher, and Attendance Officer--on the fourth card.

FIGURE IV is a reproduction of one of the cards used to indicate which



Item		Name of Pupil								three
26	43	3	18	11	19	45	34	38	41	
10	24	15	4	32	23	33	2	39		
6	30	8	9	46	42	27	25	35		
12	37	1	17	40	22	20	36	44		
5	14	47	13	7	21	16	49	48		

FIGURE III. REPRODUCTION OF ONE OF THE 3" x 5" CARDS USED IN MAKING A LIST OF THE ITEMS CHECKED ON THE QUESTIONNAIRE

school officials or officials utilize the items listed on the questionnaire.

After all the items of the questionnaire had been recorded a working sheet was prepared. This sheet contained a list of all items similar to the questionnaire and the three columns: "If not used at all;" "If used but of questionable use;" and "If used and of actual need." Instead of the column "Utilized by" a separate column was provided for each official. The cards were withdrawn from the file and the proper notation made of the frequency of the items on the working sheet.

In order to determine the importance of any item in relation to all other items those checked "x" in column two were assigned the value of "zero;" those in column three, the value of "one;" and those in column four, the value of "two." By this means it was possible to find a simple rank of the 153 items listed on the questionnaire. Thus if item "Nationality of Parent or Guardian" was checked six times in column three and ten times in

Item	Name of Pupil														Utilized by
Principal	26	10	24	30	8	15	5	1	47	4	19	13	46		
Teacher	26	3	43	10	24	30	6	15	8	12	5	14	1		
Supervisor	6	32	46	33											
Attendance Off	24	15	6	15	5	14	11	4	19	46	40	22	27	21	
Parish Priest	10	24	6	15	5	14	11	19	46	40	22	27	21		
Co Superintendent	47	40	22	42	45										
City Superintendent	15	28	21												
Board of Health	24	6	15	47	46	49	22	45	21	44					
Registrar	10														

FIGURE IV. A REPRODUCTION OF ONE OF THE 3" x 5" CARDS USED IN SHOWING WHICH SCHOOL OFFICIAL OR OTHER OFFICIAL UTILIZES THE ITEMS LISTED ON THE QUESTIONNAIRE

column four, this item would receive the rank of twenty-six.

### Selection of Items

The criteria for the selection of items given in CHAPTER I was three-fold: (1) The frequency with which the item appeared on the report and record forms received from the school principals; (2) The frequency of use of the items and the frequency of the items added by the school principals that did not appear on the record and report forms; (3) The frequency with which the item was used by research workers in solving educational problems.

The first step in this problem was solved by listing the frequencies of the items as they appeared on the record and report forms. The items of low frequency were eliminated when formulating the questionnaire by choosing only those items which appeared ten or more times.

The significance of the second part of the problem was brought to light

by the results of the questionnaire as shown in TABLE VII. The frequency of the items as they appeared on the reports and records, the frequency with which an item is used but of questionable use, the frequency that an item is used and of actual use, and the rank of each item are listed on TABLE VII.

In determining the items to be used in the recommendations for a record system for the schools included in this study, TABLE VIII was prepared. All the items on the questionnaire were listed. Those items which ranked above two-thirds of the scale, or sixty-five, were marked "x" in the first column; those receiving a rank of from one-half to two-thirds, or from forty-nine to sixty-five were marked "x" in the second column. All the items from Heck's Universal List, Ganders's, and McNicholas's List were added to those of the questionnaire.

A final ranking of these items based upon the results of the questionnaire and the work of Heck, Ganders, and McNicholas was made. Since the items found in columns three, four, and five are the result of scientific research the value of "two" was assigned to each. The value of "one" was assigned to the items in the second column, and each item in column one, due to the high rank of frequency, was valued at "two."

All items which ranked four or above, except those relating to religion and health were retained; those items below four or the equivalence of one point from each of the four groups of items were dropped. The items pertaining to religion were retained if they ranked "two;" while those items relating to health required three points for their retention. Since all the items do not appear on each group of items the final rank for retaining or dropping was varied. The lists of Heck and Ganders do not include any

TABLE VII

THE RANK AND FREQUENCY OF EACH OF THE ITEMS AS THEY APPEARED ON THE  
" QUESTIONNAIRE AND IN THE ANALYSIS OF THE RECORDS AND REPORTS

Items	Analysis of rec- ords and reports	Is used but of question- able need	If used and of actual need	Rank
<b>A. PERSONAL HISTORY</b>				
1. Pupil				
a. Name _____	306		49	98
b. Sex _____	27		39	78
2. Birth of pupil				
a. Date _____	102		47	94
b. Place _____	34	6	32	70
3. Age of pupil				
a. Age (without definition) _____	92	3	44	91
4. Address of pupil				
a. Present address _____	91	1	47	95
b. Changed address _____	21	9	37	83
c. Telephone _____	57	2	41	84
5. Sacraments				
a. Baptism (year) _____	27		44	88
b. First Holy Communion (year) _____	26		44	88
c. Confirmation (year) _____	27		44	88
<b>B. PERSONAL FAMILY HISTORY AND HOME LIFE</b>				
1. Parents and guardian				
a. Name _____	96		49	98
b. Address _____	15	1	47	95
c. Occupation _____	25	6	31	68
2. Father				
a. Religion _____	28	2	27	56
b. Place of birth _____	18	5	18	41
c. Date of birth _____	18	3	16	35
d. Nationality _____	14	8	19	46
3. Mother				
a. Religion _____	28	3	25	55
b. Place of birth _____	18	5	17	39
c. Date of birth _____	18	3	16	35
d. Nationality _____	14	8	18	44
<b>C. SCHOOL HISTORY</b>				
1. Admission				
a. Date of entrance _____	59	1	48	97

TABLE VII (Continued)

Items	Analysis of records and reports	Is used but of question-able need	If used and of actual need	Rank
2. School previously attended				
a. Name of school or building last attended	38	5	36	77
b. Address of school last attended	13	5	32	69
c. Grade in school last attended	12	5	32	69
3. Left school				
a. Date	43	2	44	70
b. Cause	16	5	35	75
4. Transfer				
a. To what school	21	5	36	77
5. Progress				
a. Average of term	48		44	88
b. General average	38		44	88
c. Average, first semester	16	2	42	86
d. Average, second semester	16	2	42	86
D. SCHOOL DATA				
1. General				
a. Name of school or building	236	1	47	95
b. School address (city or town)	142	1	47	95
c. Grade child is in	163	1	47	95
d. Name of teacher	116	3	41	85
e. Year	77	3	44	91
f. Month	18	3	39	81
g. District number	42	4	15	34
h. Type of control	17	2	22	46
i. County	59	3	33	69
j. Pupil or register number	61	3	27	57
2. Length of term				
a. Term beginning	71		44	88
b. Term ending	77		44	88
c. Number of days school was in operation this period	48	2	44	90
d. Days actually taught this month	20	2	38	78
3. Administrative				
a. Date report or record was made	131	3	34	71
b. Number of grades in building or school	14	3	34	71
c. Grades reported on	22	4	32	68

TABLE VII (Continued)

Items	Analysis of rec- ords and reports	Is used but of question- able need	If used and of actual need	Rank
d. Pupils reported on	19	4	32	68
e. Grades taught by teacher	15	3	35	73
f. Distribution of marks	14	2	27	56
g. Total number of teachers	17	2	35	72
h. Teacher's certification	19	2	31	64
i. Teacher's preparation	18	2	28	58
j. Teacher's total experience previous to this year	16	4	28	60
k. Teacher's years in position including this year	16	4	26	56
4. Signature				
a. Principal	92		32	64
b. Trustee	92		3	6
c. Superintendent	92	1	16	33
d. Teacher	72		31	62
e. Record clerk	72	1	1	3
f. Pastor	14	1	22	45
g. Parents or guardian	70		24	48
h. Attendance worker	19		12	24
5. Visitors				
a. Name	10	3	9	21
b. Date of visit	10	2	8	18
E. SCHOOL ACCOMPLISHMENTS				
1. Rating				
a. Arithmetic	135	1	48	97
b. Reading	123	1	48	97
c. Writing or Penmanship	120	1	48	97
d. Geography	117	1	48	97
e. United States History	112	1	48	97
f. Civics	104	1	48	97
g. Spelling	114	1	48	97
h. Drawing	90	1	47	95
i. Music	89	1	46	93
j. Hygiene	70	1	45	91
k. Composition	67	1	44	89
l. Christian Doctrine	33	1	43	87
m. Physical Training	64	1	32	65
n. Physiology	65	1	37	75
o. Grammar	63	1	45	91
p. Agriculture	49	1	24	50
q. Religion	45	1	42	85

TABLE VII (Continued)

Items	Analysis of rec- ords and reports	Is used but of question- able need	If used and of actual need	Rank
r. Language	108	1	45	91
s. Bible History	34	1	42	85
t. Nature Study	28		25	50
u. Art	37	1	40	81
v. Subject	10		18	36
w. Deportment or Conduct	109	1	48	97
x. Effort	60	1	43	87
y. Application	19		40	80
z. Order	33		39	78
aa. Perseverance	33		17	34
bb. Special Aptitude	13	1	18	37
2. Examinations				
a. Final	51	1	48	97
b. Mid-year	43	1	48	97
3. Graduation or Promotion				
a. Promoted to grade	25	1	48	97
b. Promotion	13	1	38	77
c. Date of promotion	34	3	38	79
d. Number of graduates	20	2	43	88
4. Tests				
a. Intelligence				
(1) I. Q.	27	2	23	48
(2) Name	40	2	21	44
(3) Date	40	2	21	44
(4) A. C.	26	2	17	36
(5) M. A.	26	2	17	36
(6) Score	19	2	20	42
b. Educational				
(1) Norm	19	2	13	28
(2) Score	19	1	13	27
(3) Name	19	1	15	31
(4) Subject	19	2	13	28
F. MEDICAL HISTORY				
1. Diseases child has had				
a. Scarlet Fever (date)	10	4	15	34
b. Whooping Cough (date)	10	4	15	34
c. Diphtheria (date)	10	3	17	37

TABLE VII (Continued)

Items	Analysis of records and reports	Is used but of questionable need	If used and of actual need	Rank
<b>G. MEDICAL EXAMINATION</b>				
1. General consideration				
a. Date of smallpox revaccination	10	3	23	49
b. Result of smallpox revaccination	11	2	20	42
c. Date of diphtheria immunization	10	3	20	43
d. Date of typhoid immunization	10	3	20	43
e. Name of physician	10	3	21	45
2. Items considered in the examination				
a. Teeth	10	1	24	49
b. Throat	10	1	26	53
c. Hearing	10	1	26	53
d. General health	23	1	26	53
3. Measurements taken				
a. Height	11	2	26	54
<b>H. ATTENDANCE RECORD</b>				
1. Absence				
a. Date of absence	14		46	92
b. Number of days absent	125		48	96
c. Number of pupils not absent	10		40	80
d. Excused	21		40	80
e. Date of tardy	13		40	80
f. Number of times tardy	48		39	78
g. Cases of tardiness	62	1	37	75
h. Number of pupils neither tardy nor absent	10	1	34	69
i. Number of pupils truant	23	1	29	59
j. Total number dropped or withdrawn	22	3	35	73
k. Dismissed	19	1	33	67
2. Attendance				
a. Attendance at Holy Mass	18	1	29	59
b. Number of days present	101	2	36	74
c. Average daily attendance	61	3	33	69
d. Average daily attendance (boys)	10	4	24	52
e. Average daily attendance (girls)	10	4	24	52



TABLE VII (Continued)

Items	Analysis of rec- ords and reports	Is used but of question- able need	If used and of actual need	Rank
f. Total number of days attendance	15	2	36	74
g. Days present, if legal residence is inside local corporation	19	3	16	35
h. Days present, if legal residence is outside local corporation	59	3	12	27
3. Enrollment				
a. Total number enrolled	57		46	92
b. Number of girls enrolled	18		45	90
c. Number of boys enrolled	18		45	90
d. Number of pupils enrolled, grades one to eight	19		45	90
e. Enrolled in room or grade	44	2	41	84
f. Class size	28	1	30	61
4. General Question				
a. Name of corporation in which pupil has legal residence	33	3	18	39
1. ITEMS WHICH WERE ADDED BY SCHOOL PRINCIPALS				
1. Number of boys in each grade	3		1	2
2. Number of girls in each grade	3		1	2
3. Number of teachers (lay or religious)			1	2
4. Number of boys in graduation class			1	2
5. Number of girls in graduation class			1	2
6. Number of last year's class not attending high school			1	2
7. Number of boys in last year's class attending high school			1	2
8. Number of girls in last year's class attending high school			1	2
9. General Science	2		1	2
10. Extra-curricular activities			1	2
11. Physical handicaps	4		1	2
12. Daily program of studies			1	2
13. Equipment			1	2
14. Building and grounds			1	2

TABLE VII (Continued)

Items	Analysis of records and reports	Is used but of question-able need	If used and of actual need	Rank
15. Pupil accounting			1	2
16. Distance from school	5		1	2
17. Number of years in grade	5		2	4
18. Home language	1		1	2
19. Mother or father living	5		1	2
20. Total expenses			1	2
21. Cost per pupil per month			1	2
22. Capacity of school	1		1	2
23. Per cent of attendance	3		1	2

items of a religious nature except in one case. Ganders's list includes the item "Baptism." The list of McNicholas excludes all health items except a "General Health Grade."

Items receiving a final ranking of four or above were added to the questionnaire. They appeared on at least one of the three lists used as criteria, namely, Heck's Universal, Ganders's or McNicholas's List. The items added are summarized in TABLE IX.

The items which are indicated "dropped" in TABLE VIII are those which appeared on the questionnaire and ranked below the required number of points for retention, i. e. two points for items of a religious nature; three points for those relating to health; and four points for all other items. The items dropped in this manner are listed in TABLE X.

The items "Religion of Father" and "Religion of Mother" do not appear in McNicholas's preliminary combined list; he uses them, however, in his final suggestive set of blank forms. McNicholas was unable to find any experimental evidence to indicate a relationship between the religious

TABLE VIII

COMBINED LIST OF ITEMS SHOWING FINAL RANK AND ITEMS  
DROPPED FROM OR ADDED TO QUESTIONNAIRE

Items	QUESTIONNAIRE		Heck's Univer- sal List	Gan- ders's List	Mc Nicholas's List	Final Rank	Dropped	Added
	above 2/3	from 1/2- 2/3						
A. PERSONAL HISTORY								
1. Pupil								
a. Name	x		x	x	x	8		
b. Sex	x		x	x	x	8		
c. Nationality			x	x		4		x
d. Race			x	x		4		x
2. Birth of pupil								
a. Date	x		x	x	x	8		
b. Place	x		x	x	x	8		
3. Age of pupil								
a. Age without definition	x		x	x		6		
4. Address of pupil								
a. Present address	x		x	x	x	8		
b. Changed address	x					2	x	
c. Telephone	x		x	x	x	8		
5. Sacraments								
a. Baptism (year)	x			x	x	6		
b. First Holy Com- munion (year)	x				x	4		
c. Confirmation (year)	x				x*	4		
B. PERSONAL FAMILY HISTORY AND HOME LIFE								
1. Parents and guardian								
a. Name	x		x	x	x	8		
b. Address	x		x	x	x	8		
c. Occupation	x		x	x	x	8		
d. Nationality				x	x	4		
2. Father								
a. Religion		x			x*	3		
b. Place of birth				x		2	x	
c. Date of birth						0	x	
d. Nationality				x		2	x	

TABLE VIII (Continued)

Items	QUESTIONNAIRE		Heck's Univer- sal List	Gan- ders's List	Mc Nicho- las's List	Final Rank	Dropped	Added
	above 2/3	from 1/2- 2/3						
3. Mother								
a. Religion		x			x*	3		
b. Place of birth				x		2	x	
c. Date of birth						0	x	
d. Nationality				x		2	x	
C. SCHOOL HISTORY								
1. Admission								
a. Date of entrance	x		x	x	x	8		
b. Age at entrance				x	x	4		
2. School previously attended								
a. Name of school district last attended	x		x	x		6		
b. Address of school last attended	x					2	x	
c. Grade in school last attended	x		x		x	6		
3. Left school								
a. Date	x		x	x		6		
b. Cause	x		x	x		6		
4. Transfer								
a. To what school	x		x	x	x	8		
b. Date			x	x		4		x
5. Progress								
a. Average of term	x					2	x	
b. General average (scholastic)	x			x	x	6		
c. Average, first semester	x		x	x		6		
d. Average, second semester	x		x	x		6		
e. Grade year by year			x		x	4		x
f. Per cent of scholarship for year			x	x		4		x

TABLE VIII (Continued)

Items	QUESTIONNAIRE		Heck's Univer- sal List	Gan- ders's List	Mo Nicho- las's List	Final Rank	Dropped	Added
	above 2/3	from 1/2- 2/3						
g. Grade each month			x	x		4		x
D. SCHOOL DATA								
1. General								
a. Name of school or building	x		x	x		6		
b. School address (city or town)	x			x		4		
c. Grade child is in	x		x	x		6		
d. Name of teacher	x		x	x		6		
e. Year	x		x	x		6		
f. Month	x					2	x	
g. District number				x		2	x	
h. Type of control						0	x	
i. County		x		x		3	x	
j. Pupil or register number		x		x		3	x	
k. Date of entering			x	x	x	6		x
2. Length of term								
a. Term beginning	x		x	x		6		
b. Term ending	x		x	x		6		
c. Number of days school was in operation this period	x		x			4		
d. Days actually taught this period	x		x			4		
3. Admission								
a. Date report or record was made	x		x	x		6		
b. Number of grades in building or school	x					2	x	
c. Grades reported on	x				x	4		

TABLE VIII (Continued)

Items	QUESTIONNAIRE		Heek's Univer- sal List	Gan- ders's List	Mc Nicholas's List	Final Rank	Dropped	Added
	above 2/3	from 1/2- 2/3						
d. Pupils reported on	x					2	x	
e. Grades taught by teacher	x			x		4		
f. Distribution of marks		x				1	x	
g. Total number of teachers	x					2	x	
h. Teacher's certification		x		x		3	x	
i. Teacher's total experience previous to this year		x		x		3	x	
j. Teacher's preparation		x		x		3	x	
k. Teacher's years in position including this year		x		x		3	x	
4. Signatures								
a. Principal		x	x	x		5		
b. Trustee						0	x	
c. Superintendent				x		2	x	
d. Teacher		x		x		3	x	
e. Record clerk						0	x	
f. Pastor						0	x	
g. Parent or guardian				x		2	x	
h. Attendance worker				x		2	x	
5. Visitors								
a. Name						0	x	
b. Date of visit						0	x	
E. SCHOOL ACCOMPLISHMENTS								
1. Rating								
a. Arithmetic	x			x	x	6		
b. Reading	x			x	x	6		
c. Writing or Penmanship	x			x	x	6		
d. Geography	x			x	x	6		

TABLE VIII (Continued)

Items	QUESTIONNAIRE		Hook's Univer- sal List	Gan- ders's List	Mc Nicholas's List	Final Rank	Dropped	Added
	above 2/3	from 1/2- 2/3						
e. Grade com- pleted			x	x		4		
f. Reasons for non- promotion of child				x	x	4		
g. Number failing				x	x	4		
4. Tests								
a. Intelligence								
(1) I. Q.			x	x	x	6		
(2) Name			x	x	x	6		
(3) Date			x			2	x	
(4) A. C.					x	2	x	
(5) M. A.			x	x	x	6		
(6) Score			x			2	x	
b. Educational								
(1) Norm			x	x	x	6		
(2) Score			x		x	4		
(3) Name			x		x	4		
(4) Subject						0	x	
(5) Date			x		x	4		
F. MEDICAL HISTORY								
1. Diseases child has had								
a. Scarlet fever (date)			x	x		4		
b. Whooping cough (date)			x	x		4		
c. Diphtheria (date)			x	x		4		
G. MEDICAL EXAMINATION								
1. General consideration								
a. Vaccination certificate (date)			x	x		4		
b. Date of small- pox revaccina- tion		x		x		3		

TABLE VIII (Continued)

Items	QUESTIONNAIRE		Hook's Univer- sal List	Gan- ders's List	Mo Nicholas's List	Final Rank	Dropped	Added
	above 2/3	from 1/2- 2/3						
c. Result of smallpox re-vaccination						0	x	
d. Date of diphtheria immunization				x		2	x	
e. Date of typhoid immunization						0	x	
f. Date of examination			x	x		4		
g. Name of physician			x	x		4		
h. Signature of physician			x	x		4		x
2. Items considered in the examination								
a. Teeth		x	x	x		5		
b. Throat		x				1	x	
c. Hearing		x	x	x		5		
d. Eyes			x	x		4		x
e. Heart			x	x		4		x
f. Lungs			x	x		4		x
g. Nervous condition			x	x		4		x
h. Tonsils			x	x		4		x
i. Adnoids			x	x		4		x
j. General health grade		x	x	x	x	7		
3. Measurements taken								
a. Height		x	x	x		5		
b. Weight			x	x		4		x
H. ATTENDANCE RECORD								
1. Absence								
a. Date of absence	x			x		4		
b. Number of days absent	x		x	x	x	8		
c. Number of pupils absent	x					2	x	



TABLE VIII (Continued)

Items	QUESTIONNAIRE		Heck's Univer- sal List	Can- ders's List	Mc Nicholas's List	Final Rank	Dropped	Added
	above 2/3	from 1/2- 2/3						
c. Number of pupils absent	x					2	x	
d. Excused	x			x		4		
e. Date of tardy	x			x		4		
f. Number of times tardy	x		x	x		6		
g. Cases of tardiness	x		x	x		6		
h. Name of child absent			x	x		4		x
i. Cause of child's absence			x	x		4		x
j. Number of pupils neither absent nor tardy	x			x		4		
k. Number of pupils truant		x		x	x	5		
l. Number of pupils dropped or withdrawn	x			x		4		
m. Dismissed	x			x	x	6		
n. Causes of withdrawals			x	x		4		x
2. Attendance								
a. Attendance at Holy Mass		x				1	x	
b. Number of days present	x		x	x	x	8		
c. Daily record of attendance			x	x		4		x
d. Average daily attendance	x			x		4		
e. Average daily attendance (boys)		x				1	x	
f. Average daily attendance (girls)		x				1	x	
g. Total number of days attendance	x			x		4		
h. Days present if legal residence is								

TABLE VIII (Continued)

Items	QUESTIONNAIRE		Heck's Univer- sal List	Gan- ders's List	Mc Nicho- las's List	Final Rank	Dropped	Added
	above 2/3	from 1/2- 2/3						
5. Number of girls in graduating class						0	x	
6. Number of boys in last year's class attending high school						0	x	
7. Number of girls in last year's class attending high school						0	x	
8. Number of last year's class not attending high school						0	x	
9. General Science						0	x	
10. Extra-curricular activities					x	2	x	
11. Physical handicaps			x	x	x	6		x
12. Daily program of studies						0	x	
13. Equipment						0	x	
14. Building and grounds						0	x	
15. Pupil accounting						0	x	
16. Number of years in grade						0	x	
17. Distance from school						0	x	
18. Home Language				x	x	4		x
19. Father or mother living						0	x	
20. Total expenses						0	x	
21. Cost per pupil per month						0	x	
22. Capacity of school						0	x	
23. Per cent of attendance				x		2	x	

\* McNicholas used these items in the preparation of blank forms even though they do not appear in his preliminary list.

TABLE IX

## ITEMS ADDED TO QUESTIONNAIRE

## A. PERSONAL HISTORY

1. Pupil
  - c. Nationality
  - d. Race

## C. SCHOOL HISTORY

4. Transfer
  - b. Date
5. Progress
  - e. Grade year by year
  - f. Per cent of scholarship for year
  - g. Grade each month

## D. SCHOOL DATA

1. General
  - k. Date of entering

## G. MEDICAL EXAMINATION

1. General consideration
  - f. Date of examination
  1. Signature of physician

## 2. Items considered in the examination

- d. Eyes
- e. Heart
- f. Lungs
- g. Nervous condition
- h. Tonsils
- i. Adnoids

## 3. Measurements taken

- b. Weight

## H. ATTENDANCE RECORD

1. Absence
  - h. Name of child
  - i. Cause of child's absence
  - n. Cause of withdrawals
2. Attendance
  - c. Daily record of attendance
3. Enrollment
  - g. Enrollment by ages

## I. ITEMS WHICH WERE ADDED BY SCHOOL PRINCIPALS

11. Physical handicaps
12. Home language

affiliations of parents or guardians and the character of the school work of pupils. He justifies the inclusion in his final set of the items pertaining to religious affiliation of parents by quoting:

It is noteworthy that both Michigan and Iowa record church affiliation of the parents or guardians, while Catholic school records require this information in three cases. Of course, it may be readily granted that they assume all pupils are members of the Catholic Church but it seems possible that a knowledge of whether the father and mother are both Catholic would be of importance to any principal or superintendent. We are inclined to think of it as amongst the first questions on registration day (35:50).

TABLE X

## ITEMS DROPPED FROM QUESTIONNAIRE

## A. PERSONAL HISTORY

4. Address of pupil
  - b. Changed address

## B. PERSONAL FAMILY HISTORY AND HOME LIFE

2. Father
  - b. Place of birth
  - c. Date of birth
  - d. Nationality
3. Mother
  - b. Place of birth
  - c. Date of birth
  - d. Nationality

## C. SCHOOL HISTORY

2. School previously attended
  - b. Address of school last attended
3. Progress
  - a. Average of term

## D. SCHOOL DATA

1. General
  - f. Month
  - g. District number
  - h. Type of control
  - i. County
  - j. Pupil or register number
3. Admission
  - b. Number of grades in building or school
  - d. Pupils reported on
  - f. Distribution of marks
  - g. Total number of teachers
  - h. Teacher's certification
  - i. Teacher's total experience previous to this year
  - j. Teacher's preparation
  - k. Teacher's years in position including this year

4. Signature
  - b. Trustee
  - c. Superintendent
  - d. Teacher
  - e. Record Clerk
  - f. Pastor
  - g. Parent or guardian
  - h. Attendance Worker
5. Visitors
  - a. Name
  - b. Date of visit

## E. SCHOOL ACCOMPLISHMENTS

1. Rating
  - p. Agriculture
  - v. Subject
  - y. Application
  - z. Order
  - aa. Perseverance
  - bb. Special aptitudes
3. Graduation or promotion
  - d. Number of graduates
4. Tests
  - a. Intelligence
    - (3) Date
    - (4) A. C.
    - (6) Score
  - b. Educational
    - (4) Subject

## G. MEDICAL HISTORY

1. General considerations
  - c. Results of smallpox revaccination
  - d. Date of diphtheria immunization
  - e. Date of typhoid immunization
2. Items considered in the examination
  - a. Throat

TABLE X (Continued)

## H. ATTENDANCE RECORD

## 1. Absence

c. Number of pupils absent

## 2. Attendance

a. Attendance at Holy Mass

e. Average daily attendance  
(boys)f. Average daily attendance  
(girls)h. Days present, if legal resi-  
dence is inside local cor-  
porationi. Days present, if legal resi-  
dence is outside local cor-  
poration

## 3. Enrollment

b. Number of girls enrolled

c. Number of boys enrolled

## 4. General question

a. Name of corporation in which  
pupil has legal residenceI. ITEMS WHICH WERE ADDED BY SCHOOL  
PRINCIPALS

1. Number of boys in each grade

2. Number of girls in each grade

3. Number of teachers (lay or  
religious)4. Number of boys in graduating  
class5. Number of girls in graduating  
class6. Number of boys in last year's  
class attending high school7. Number of girls in last year's  
class attending high school8. Number of last year's class not  
attending high school

9. General Science

10. Extra-curricular activities

12. Daily program of studies

13. Equipment

14. Building and grounds

15. Pupil accounting

16. Distance from school

17. Number of years in grade

19. Father or mother living

20. Total expenses

21. Cost per pupil per month

22. Capacity of school

23. Per cent of attendance

In his preliminary list McNicholas mentions the items: "Baptism", "Confession", and "First Communion"; in his final form, the term "Confession" is substituted by the item "Confirmation". We are inclined to believe that the term "Confession" is a mistake made in the final printing of McNicholas's work. It seems so much more important to record whether or not a pupil has been confirmed than to list the reception of the Sacrament of Confession. As ninety per cent of the schools used in the present study consider the record item "Confirmation" an important one, we include the same in the final suggestive record blanks.

For the purpose of realizing our objective--to prepare a basic set of records for use in our elementary schools, it is necessary to view in retrospect the result of our inquiry. First, it seemed as though all items selected by our criteria would be entered upon the final form. Second, the inquiry from school principals resulted in the crystallization of additional items needed in certain localities. Third, all additional items except two failed to receive a final ranking high enough to permit their inclusion in the final form. The two additional items accepted are "Home Language" and "Physical Handicaps".

The discarding of some additional items may be accounted for by various reasons; e. g., the information for item "Number of teachers (lay or religious)" can be obtained from the responses to the item "Name of Teachers." A knowledge of "Number of boys and girls in the graduating class" and of "Number of years in grade" may be had from information listed under the heading "Graduation or promotion." "Percentage of attendance may be learned from answers under the heading "Attendance record."

"Daily program of studies", "Equipment", "Building and grounds", and "Pupil accounting" seem to be titles of blank forms rather than items to be utilized on the blank forms.

The item "Distance from school" will probably be used only in those localities in which pupils are transported to the school at public expense.

The two items relating to expenses, "Cost of pupil per month" and "Total expenses" would necessarily be omitted as business records of the school plant are not considered in the present study.

## CHAPTER IV

### SELECTION OF RECORD AND REPORT FORMS

In making recommendations for record and report forms for the schools included in this study only those forms are considered which are used by teachers and principals. The latter had been requested to indicate the school official or officials who would use each item listed. TABLE XI sets forth the responses to this inquiry.

A study of the classification of record and report forms in TABLE II discloses the fact that a large proportion of the blank forms used by officials are furnished to teachers or principals who, upon completion of the desired information, return the blanks to the official from whom they were received. In some schools there are duplicates of these reports on file in the principal's office; in many others this desirable feature is missing.

TABLE XI indicates the items, information to which is used by the teacher and principal. These items will be included on the record and report forms to be recommended for use in the schools included in this study.

The information needed by various officials, such as, Diocesan, State, County, and City Superintendent, Attendance Officer, and State Department can be obtained from the Teacher's Register or the Principal's Office Card. County Nurse, Doctor, and Board of Health supply their own forms and fill them out at the time of making the examination. This is true, at least, in all cases in which health records are used in the schools of this study.

Local organizations, such as Parent-Teacher Association, Local Dealers,

TABLE XI

THE SCHOOL OFFICIALS AND OTHER OFFICIALS WHO USE THE ITEMS LISTED ON  
 THE QUESTIONNAIRE AS CHECKED BY SCHOOL PRINCIPALS\*

Items	Principal	Teacher	Supervisor	Attendance Off.	Parish Priest	County Supt.	City Supt.	State Supt.	Diocesan Supt.	Registrar	School Board	State Dept.	P. T. A.	Bd. of Health	County Doctor	County Nurse	School Nurse	N. Y. A.	Local Dealers	Theaters
<b>A. PERSONAL HISTORY</b>																				
1. Pupil																				
a. Name	21	45	4	11	16	6	4	1	1	1			1	10			1		1	1
b. Sex	21	34	4	8	10	6	3	2	1	1			1	10			1		1	1
2. Birth of pupil																				
a. Date	24	42	3	9	13	6	2		1	1				8			1		1	1
b. Place	19	30	2	4	11	3	1		1	1				2						
3. Age of pupil																				
a. Age (without definition)	23	42	3	9	12	6	3		1					9			1		1	1
4. Address of pupil																				
a. Present address	26	42	2	12	14	4	2		1	1			1	9			1		1	1
b. Changed address	21	34	2	10	11	3	2			1			1	4			1		1	1
c. Telephone	23	38	2	9	9	1	1		1	1			1	3			1		1	1
5. Sacraments																				
a. Baptism (year)	9	20	2		37				2										1	
b. First Holy Communion (year)	9	22	2		38				2										1	
c. Confirmation (year)	9	22	2		38				2											
<b>B. PERSONAL FAMILY HISTORY AND HOME LIFE</b>																				
1. Parents and guardian																				
a. Name	29	43	3	11	16	6	2		3	1				7						
b. Address	28	33	3	12	16	6	2		3	1				6						
c. Occupation	21	28	3	6	10	1	1		3					6						
2. Father																				
a. Religion	14	23	2	1	11	1	1		1	1				1						
b. Place of birth	7	16	2	1	7				1											
c. Date of birth	5	12	2	1	6				1					1						
d. Nationality	14	22	2	2	9	1								1						
3. Mother																				
a. Religion	14	22	2	1	13		1		1	1				1						
b. Place of birth	7	15	2	1	7				1											
c. Date of birth	5	12	2	1	6				1					1						



[illegible]

TABLE XI (Continued)

[illegible]





TABLE XI (Continued)

Items	Principal	Teacher	Supervisor	Attendance Off.	Parish Priest	County Supt.	City Supt.	State Supt.	Diocesan Supt.	Registrar	School Board	State Dept.	P. T. A.	Bd. of Health	County Doctor	County Nurse	School Nurse	N. Y. A.	Local Dealers	Theaters
b. Number of days absent	2045	5	12	10	1	1	1	6												
c. Number of pupils not absent	2439	3	11	4	6	1	1	1												
d. Excused	1438	2	9	3	1	1		2												
e. Date of tardy	1338	2	7	3	2	1		3												
f. Number of times tardy	1336	2	8	3	4	1		4												
g. Cases of tardiness	1635	2	7	3	3	1		4												
h. Number of pupils neither tardy nor absent	2031		8	6	4			3												
i. Number of pupils truant	1527		11	5	3	1		2												
j. Total number dropped or withdrawn	1834	1	10	4	6	1	2	2												
k. Dismissed	1628	2	9	7	6		2	2												
2. Attendance																				
a. Attendance at Holy Mass	9	2		11	1															
b. Number of days present	1634	3	8	4	7	1	1	6												
c. Average daily attendance	1728	4	10	5	9	1	3	7												
d. Average daily attendance (boys)	1321	2	7	6	9	1	3	7												
e. Average daily attendance (girls)	1422	3	7	5	9	1	3	7												
f. Total number of days attendance	1826	4	7	4	11	1	3	8												
g. Days present if legal residence is inside local corporation	9	1	3	5	6	2		3												
h. Days present if legal residence is outside local corporation	8	1	3	4	4	2		3												
3. Enrollment																				
a. Total number enrolled	2731	12	9	15	14	8	4	12												
b. Number of girls enrolled	2329	14	6	14	13	7	4	12												
c. Number of boys enrolled	2630	11	7	14	13	7	5	11												
d. Number of pupils enrolled grades one to eight	2833	12	5	14	13	6	3	11												
e. Enrolled in room or grade	2530	11	5	12	10	4	3	10												
f. Class size	2223	7	4	10	7	3	3	7					1	1					1	1
4. General question																				
a. Name of corporation in which pupil has legal residence	11	12	2	2	6	5	6	1					1	1					1	1

**TABLE XI (Continued)**

[illegible]

\* It is interesting to note that in checking the questionnaire no mention was made of deans and counselors as school officials.

and Theaters seeking information from the school use the same items as the teacher, and the principal. (See TABLE XI) This factor suggests that separate forms to record the information would be unnecessary.

A record system developed from the data in CHAPTER III would include the following forms:

1. Teacher's Daily School Register and Pupil's General Cumulative Record.
2. The Principal's Office Card.
3. The Pupil's Report to Parents.

Recommendations for changes in the record system of any school should grow out of the consideration of the following factors:

1. Size and shape of the record forms already in use in the schools under consideration.
2. The size of standard files now in use in these schools.
3. The character and number of items to be placed on the forms.

Since thirty-one or 63.26 per cent of the schools use a month for a reporting period, we would recommend that this feature be kept. Here follows a discussion of the content of the suggestive records as proposed by the writer.

#### The Teacher's Daily School Register and Pupil's General Cumulative Record

Nineteen schools included in this study use a loose-leaf register, size 11 x 8 1/2 inches. The next largest group using the same size and form is five. It would seem, then, that a loose-leaf register, size 11 x 8 1/2 inches would be most desirable if it can be made to carry the necessary items.

The Teacher's Daily School Register designed for recommendation included both the attendance and scholarship as well as the pupil's cumulative record. It keeps together the names of the pupils of one class or grade for recording or reporting the daily attendance. The names of the pupils are written only once. It provides a summary of attendance both for the month and for the term. In addition to the attendance record sheets, scholarship record sheets (FIGURE VII) are provided on which the teacher records the monthly scholarship of the pupils.

The cumulative record, FIGURES IX and X, is the fundamental record of the pupil. One sheet should be made out for each child. This sheet is designed to follow the pupil from teacher to teacher. Each teacher is responsible for the deliverance of the record sheets to the next teacher unless the pupil is transferred to another school. If this should be the case, the cumulative record is taken to the principal, where it is filed until the latter receives a request for it from the new school.

The Teacher's Daily Register is complete when it contains:

1. A copy of Form A-1, FIGURE V, showing the first page of the register.
2. A copy of Form A-4, FIGURE VIII, showing the last page of the register.
3. A set of sheets for attendance, Form A-2, FIGURE VI--the number needed will vary according to the length of the school term.
4. A set of sheets for scholarship, Form A-3, FIGURE VII--the number will vary according to the subjects taught.
5. A cumulative record sheet for each pupil in the class, Form A-5, FIGURES IX and X.



2			
4			
2			
2			
1			
	(PUPIL'S NAME)	Grade	Age
	_____ To _____		
	LEARN BEGINNING		
	_____ To _____		
	LEARN COMMENCING		
22			
23			
24			
25			
	CODE--Cause of Absence E Entered School \ Forenoon Absent / Afternoon Absent X Day's Absence WH Weather		

FIGURE V. FORM A-1. FIRST PAGE OF TEACHER'S DAILY REGISTER SHOWING PUPIL'S NAMES, GRADE, AGE, AND FIRST MONTH OF ATTENDANCE



20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0	Total	Average	Promotions	Failures
<div style="display: flex; justify-content: space-between;"> <div>           Reporting Period Number            Language or subject            Monthly scholarship and semester         </div> <div>           Reporting Period Number            Language or subject            Monthly scholarship and semester         </div> </div>																								
21																								
22																								
23																								
24																								
25																								

FIGURE VIII. FORM A-4. LAST PAGE OF THE TEACHER'S DAILY REGISTER SHOWING SUMMARY OF EXAMINATION GRADES, AVERAGES, PROMOTIONS AND FAILURES.

The Daily Attendance and Scholarship Register is kept by the teacher and is submitted to the principal monthly. At the end of the term it is filed in the principal's office.

### Principal's Office Card

The Principal's Office Card is a summary of the cumulative record. It is kept in the principal's office and should serve as a record for future years of every child who attends the school. The grades of school subjects, and record of attendance are entered on this card at the end of each semester.

All the schools in this study which use a Principal's Office Card as a permanent record use a card 5 x 8 inches except two. The cards used in these two schools are too small to carry the necessary information and they do not conform to standard sizes of files. FIGURES XI and XII show the obverse and reverse respectively of the Principal's Office Card as recommended in this study. The size of the card is 5 x 8 inches. The information is obtained from the Teacher's Daily School Register and the Cumulative Record. It is filled out at the end of each semester.

### Pupil's Report to Parents

In order to bridge the gap between the school and the home the Pupil's Report to Parents has been designed. It not only informs the parents regarding the progress in school work of the pupil but also serves as a means for securing the desired cooperation of the home.

As pointed out in the analysis of the report card in CHAPTER III, all schools in this study except one are using the old traditional card. It



seems that this type of card does not bring about the desired relationship between the school and the home. The report recommended in this study (see FIGURE XIII to FIGURE XIV), has a separate page for each reporting period. The record of attendance is made on the inside of the front cover and the certificate of promotion appears on the back cover. The size of the report recommended is  $6 \frac{1}{4} \times 3 \frac{1}{2}$  inches which is the same size as that used in twenty-nine of the schools under consideration.

The teacher makes out the report. Grades in the various subjects are not reported. The teacher reports the distinctive needs of each child and commends the outstanding effort or progress made by the child. The parent is asked to make suggestions to the school and is urged to confer with the teacher.

(Name of School)

(City, State)

REPORT TO PARENTS

on the work of

Name \_\_\_\_\_

Grade \_\_\_\_\_

For the Year of 19 \_\_\_\_ to 19 \_\_\_\_

\_\_\_\_\_  
(Principal)

\_\_\_\_\_  
(Teacher)

### TO PARENT

Habits and attitudes are equal in importance to subject matter and skills. The school and the home should cooperate in developing these within the pupil. Hence parents are urged to take notice of the needs of the child and confer with the teacher.

### Attendance

Months	1	2	3	4	5	6	7	8	9
Days Taught									
Days Absent									
Times Tardy									
Times Truant									

FIGURE XIV. FORM C-1. INSIDE OF COVER SHOWING NOTICE TO PARENTS AND ATTENDANCE RECORD OF PUPIL



## FIRST MONTH

\_\_\_\_\_ is making  
(Pupil's first name)  
outstanding progress in \_\_\_\_\_

\_\_\_\_\_  
and is doing satisfactory work in all  
other subjects except

\_\_\_\_\_  
REMARKS BY TEACHER:

\_\_\_\_\_  
REMARKS BY PARENT:

FIGURE XV. FORM C-1. ONE OF THE MONTHLY REPORT FORMS USED BY  
TEACHERS IN MAKING THE REPORT TO PARENTS

## CERTIFICATE OF PROMOTION

This certifies that

\_\_\_\_\_

has completed the work of the

\_\_\_\_\_ grade and is hereby

promoted to the \_\_\_\_\_ grade

\_\_\_\_\_ 19 \_\_\_\_\_

\_\_\_\_\_  
(Principal)

\_\_\_\_\_  
(Teacher)

FIGURE XVI. FORM C-1. BACK COVER OF PUPIL'S REPORT TO PARENT  
SHOWING THE FORM OF THE CERTIFICATE OF PROMOTION

## CHAPTER V

### SUMMARY OF THE STUDY

The problem of this investigation was to make a study of the records and reports used in the schools under the direction of the Poor Sisters of St. Francis Seraph of the Perpetual Adoration and to make recommendations for improvements in the system now in use. Here we offer a summary of our procedure, findings, and recommendations.

First, the history of the development of the school records was traced. A survey of the literature brought to light that child-accounting gradually developed and at the present time is an integral part of school administration. As revealed by early educational literature the history of child-accounting dates back for more than a century. However, child-accounting was not considered important until the free public school was organized and laws were passed by state and local governments granting the schools aid in one form or another.

The National Education Association discussed the question of records and reports at many of its meetings. In 1908, a discussion of records and reports was introduced at the sixth annual meeting of the National Catholic Educational Association. The necessity of uniformity and accuracy was brought up again at a later meeting of the same association.

The development of the scientific movement, the results of school surveys, and individual investigations indicated the lack of uniformity in records and brought the importance of an adequate system of records and reports to the attention of teachers and administrators.

The enforcement of the compulsory attendance law required an accurate accounting of each child between the age limits of the law.

Problems relative to retardation, elimination, promotion, failure, and average of pupils demanded accurate and complete information for their solution. This information could be secured only through an adequate system of records and reports.

Second, we studied a variety of record forms now in use. TABLE II and TABLE III give a conception of the variety of record and report forms in actual use in the schools included in this study. A total of three hundred eighty-six record and report blanks are in actual use in the forty-nine schools. Nine hundred nine different items appear on the record and report forms used. Of these three hundred thirty-nine appear only once. Data show that

- a. In many of the schools the cumulative card is lacking.
- b. There is a duplication of items due to the lack of integration of records.
- c. Entire phases of child-accounting are omitted, e.g. health.
- d. There is a lack of any form of permanent record in twenty-seven schools.
- e. Analysis of the report cards to parents reveals that there is a wide variation in form and little general agreement in reporting any item other than marks in subjects and attendance.

Third, careful analysis of the records in use, and thoughtful study of the questionnaire results led to the following recommendations:

- a. Records and reports should be uniform and comparable not only as to data which they collect, but also as to that collected in other systems.

b. No unnecessary item of information should be collected.

c. The several records of the system should be integrated and unified.

d. A system of records should be as compact as possible with duplication of information reduced to a minimum.

Finally, the foregoing principles were embodied in the tentative record forms described in CHAPTER IV. They provide for carrying all items of information needed by the principal and the teacher. From these can be obtained the necessary information for reporting to the Diocesan, County, City, and the State Superintendent or other officials.

The forms are closely integrated. They are simple; each record can be easily made with little requirement of thought and effort.

It seems that a system of records as recommended would be adequate for the efficient management of the schools under consideration in this study.

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## APPENDIX

LETTERS USED IN THIS INVESTIGATION

April 21, 1937

Venerable and dear Sister:

In connection with my work at the Loyola University, I am making a study of the report and record forms used in the schools under the direction of the Sisters of our community.

This study attempts (1) to evaluate present systems of child-accounting, and to offer data which can be used as criteria in the selection of items to be recorded; and (2) to prepare a set of tentative basic records for use in the schools under the direction of our community.

In undertaking this investigation it becomes necessary to appeal to the principals of the schools for assistance. Will you be kind enough to send me a complete set of blank record and report forms used in your school? These forms should include: pupil's report card, the cumulative record card, permanent record or office card, teacher's register, or any others that are used in your school. If the teacher's register is a commercial product, please state the title and publisher.

I assure you that any help you are able to give will be greatly appreciated.

Sincerely yours

(signed) Sister Mary Petrona

December 16, 1937

Venerable and dear Sister:

Last spring I requested the principals of the schools under the direction of our community for blank forms of records and reports used in the schools. Every one responded to my appeal. This whole-hearted cooperation is very greatly appreciated.

Before the thesis which I have undertaken can be completed, I have another favor to ask which I hope will not prove in any way to be burdensome to you. A questionnaire is enclosed in this letter. If you can fill it out within the next few days and return it, you will be aiding a great deal in helping me complete my work.

The items of the questionnaire are chosen from the list compiled by counting the frequency of the appearance of items on the blank forms received from our schools. Only those which appeared ten or more times were selected. For this reason, the questionnaire may not include all the items you find necessary in your school. If you find that you need others, please list these on the last page in the space provided.

The directions for checking are given on the first page on the questionnaire. The code for Column I may not include all the officials who have use for the items. Please add any others who use them in your school. In case the same item is utilized by more than one person, please indicate this by placing the various code letters in the space provided. For example, the



letters TPB, placed in column one, indicates that the item is used by the teacher, the principal, and the board of health.

I will be most grateful for your co-operation.

Sincerely yours

(Signed) Sister Mary Petrona

SCHOOLS CO-OPERATING IN THIS INVESTIGATION

- |                                                    |                                                               |
|----------------------------------------------------|---------------------------------------------------------------|
| 1. Saint Agnes School<br>Chicago Heights, Illinois | 13. Saint Boniface School<br>Lafayette, Indiana               |
| 2. Saint Mary School<br>Dunnington, Indiana        | 14. Saint Lawrence School<br>Lafayette, Indiana               |
| 3. Saint John Baptist School<br>Earl Park, Indiana | 15. Saint Joseph School<br>La Porte, Indiana                  |
| 4. Saint Andrew School<br>Fort Wayne, Indiana      | 16. Saint Bridget School<br>Logansport, Indiana               |
| 5. Sacred Heart Academy<br>Fowler, Indiana         | 17. Saint Edward School<br>Lowell, Indiana                    |
| 6. Saint Mary School<br>Griffith, Indiana          | 18. Saint Cyril and Methodius School<br>North Judson, Indiana |
| 7. Saint Casimir School<br>Hammond, Indiana        | 19. Sacred Heart School<br>Remington, Indiana                 |
| 8. Holy Family School<br>Hartford City, Indiana    | 20. Saint John Ev. School<br>Saint John, Indiana              |
| 9. Saint Bridget School<br>Hobart, Indiana         | 21. Sacred Heart School<br>Emporia, Kansas                    |
| 10. Saint Mary School<br>Huntington, Indiana       | 22. Saint Mary School<br>Maydale, Indiana                     |
| 11. Saint Joseph School<br>Kentland, Indiana       | 23. Saint Joseph School<br>Olpe, Kansas                       |
| 12. Saint Ann School<br>Lafayette, Indiana         | 24. Saint Mary of the Angels School<br>New Orleans, Louisiana |

- |                                                     |                                                           |
|-----------------------------------------------------|-----------------------------------------------------------|
| 25. Saint George School<br>Hermann, Missouri        | 37. Saint Stanislaus School<br>Omaha, Nebraska            |
| 26. Assumption School<br>Morrison, Missouri         | 38. Saint Joseph School<br>Platte Center, Nebraska        |
| 27. Immaculate Conception School<br>Union, Missouri | 39. Saint Michael School<br>Tarnov, Nebraska              |
| 28. Saint Anthony School<br>Columbus, Nebraska      | 40. Saint Boniface School<br>West Point, Nebraska         |
| 29. Saint Bonaventure School<br>Columbus, Nebraska  | 41. Saint Anthony Orphanage<br>Albuquerque, New Mexico    |
| 30. Sacred Heart School<br>Cornlea, Nebraska        | 42. Immaculate Conception School<br>Cuba, New Mexico      |
| 31. Saint Stanislaus School<br>Duncan, Nebraska     | 43. Sacred Heart School<br>Gallup, New Mexico             |
| 32. Saint Francis School<br>Humphrey, Nebraska      | 44. Jemes Mission School<br>Jemes, New Mexico             |
| 33. Saint Mary School<br>Humphrey, Nebraska         | 45. Saint Francis Assissi School<br>Lumberton, New Mexico |
| 34. Saint Thomas Orphanage<br>Lincoln, Nebraska     | 46. Guadalupe School<br>Pena Blanca, New Mexico           |
| 35. Saint Bernard School<br>Lindsay, Nebraska       | 47. Saint Joseph School<br>San Fidel, New Mexico          |
| 36. Immaculate Conception School<br>Omaha, Nebraska | 48. Saint Anthony Indian School<br>Zuni, New Mexico       |
| 49. Saint Mary School<br>Memphis, Tennessee         |                                                           |

# QUESTIONNAIRE

Directions for checking: In the first column indicate which school official or officials use this information. Use the letters in the following code:

P Principal	C Parish Priest	E _____
S Supervisor	Z County Superintendent	F _____
T Teacher	Y City Superintendent	H _____
A Attendance Officer	B Board of Health	R _____

Place an "x" in the second column if the item is not used at all; in the third column, if the item is used but of questionable need; and in the fourth, if the item is used and is of actual need.

Items	Utilized by whom	If not used at all	Is used but of question- able need	If used and of actual need
<b>A. PERSONAL HISTORY</b>				
1. Pupil				
a. Name _____				
b. Sex _____				
2. Birth of pupil				
a. Date _____				
b. Place _____				
3. Age of pupil				
a. Age (without definition) _____				
4. Address of pupil				
a. Present address _____				
b. Changed address _____				
c. Telephone _____				
5. Sacraments				
a. Baptism (year) _____				
b. First Holy Communion (year) _____				
c. Confirmation (year) _____				
<b>B. PERSONAL FAMILY HISTORY AND HOME LIFE</b>				
1. Parents and guardian				
a. Name _____				
b. Address _____				

## QUESTIONNAIRE (Continued)

Items	Utilized by whom	If not used at all	Is used but of question- able need	If used and of actual need
1. County _____				
j. Pupil or register number _____				
2. Length of term				
a. Term beginning _____				
b. Term ending _____				
c. Number of days school was in operation this period _____				
d. Days actually taught this month _____				
3. Administration				
a. Date report or record was made _____				
b. Number of grades in building or school _____				
c. Grades reported on _____				
d. Pupils reported on _____				
e. Grades taught by teacher _____				
f. Distribution of marks _____				
g. Total number of teachers _____				
h. Teacher's certification _____				
i. Teacher's preparation _____				
j. Teacher's total experience previous to this year _____				
k. Teacher's years in position including this year _____				
4. Signature				
a. Principal _____				
b. Trustee _____				
c. Superintendent _____				
d. Teacher _____				
e. Record clerk _____				
f. Pastor _____				
g. Parents or guardian _____				
h. Attendance worker _____				
5. Visitors				
a. Name _____				
b. Date of visit _____				
E. SCHOOL ACCOMPLISHMENTS				
1. Rating				
a. Arithmetic _____				
b. Reading _____				
c. Writing or Penmanship _____				
d. Geography _____				
e. United States History _____				

Items	Utilized by whom	If not used at all	Is used but of question- able need	If used and of actual need
f. Civics				
g. Spelling				
h. Drawing				
i. Music				
j. Hygiene				
k. Composition				
l. Christian Doctrine				
m. Physical Training				
n. Physiology				
o. Grammar				
p. Agriculture				
q. Religion				
r. Language				
s. Bible History				
t. Nature Study				
u. Art				
v. Subject				
w. Deportment or Conduct				
x. Effort				
y. Application				
z. Order				
aa. Perseverance				
bb. Special Aptitude				
2. Examinations				
a. Final				
b. Mid-year				
3. Graduation or Promotion				
a. Promoted to grade				
b. Promotion				
c. Date of promotion				
d. Number of graduates				
4. Tests				
a. Intelligence				
(1) I. Q.				
(2) Name				
(3) Date				
(4) A. C.				
(5) M. A.				
(6) Score				
b. Educational				
(1) Norm				
(2) Score				
(3) Name				
(4) Subject				

## QUESTIONNAIRE (Continued)

Items	Utilized by whom	If not used at all	Is used but of question- able need	If used and of actual need
(5) Date _____				
<b>F. MEDICAL HISTORY</b>				
1. Diseases child has had				
a. Scarlet fever (date) _____				
b. Whooping cough (date) _____				
c. Diphtheria (date) _____				
<b>G. MEDICAL EXAMINATION</b>				
1. General considerations				
a. Date of smallpox revaccination _____				
b. Result of smallpox revaccination _____				
c. Date of diphtheria immunization _____				
d. Date of typhoid immunization _____				
e. Name of physician _____				
2. Items considered in the examination				
a. Teeth _____				
b. Throat _____				
c. Hearing _____				
d. General Health _____				
3. Measurements taken				
a. Height _____				
<b>H. ATTENDANCE RECORD</b>				
1. Absence				
a. Date of absence _____				
b. Number of days absent _____				
c. Number of pupils not absent _____				
d. Excused _____				
e. Date of tardy _____				
f. Number of times tardy _____				
g. Cases of tardiness _____				
h. Number of pupils neither tardy nor absent _____				
i. Number of pupils truant _____				
j. Total number dropped or withdrawn _____				
k. Dismissed _____				

[illegible]



The thesis, "Recommendations for Improvements in the Records and Reports Used in the Elementary Schools under the Direction of the Community of Poor Sisters of Saint Francis Seraph of the Perpetual Adoration," written by Sister Mary Petrona Eisenmenger, O.S.F., has been accepted by the Graduate School with reference to form, and by the readers whose names appear below, with reference to content. It is therefore accepted in partial fulfillment of the requirements for the degree of Master of Arts.

John W. Scanlan, A.M.

June 15, 1938

Rev. Austin G. Schmidt, S.J.

June 25, 1938